

LOYOLA UNIVERSITY

1995-97

G R A D U A T E

BULLETIN

S T D P



**LOYOLA RATED  
ONE OF THE TOP 10  
REGIONAL COLLEGES  
AND UNIVERSITIES IN  
THE SOUTH—AGAIN!  
*Moves Up to Number 7***

Loyola University New Orleans moved up to Number 7 among the top 10 regional colleges and universities in the South and the 60 best in the nation in the 1994 annual college and university survey issue of *U.S. News & World Report*. For five consecutive years, Loyola has been listed in the magazine's top 15 schools, including the past two years as 10th and previously as 12th and 15th.

In addition, Loyola ranked 6th among the top 10 regional colleges and universities in the South in *U.S. News & World Report's* "Best Value" survey, which is devised in an effort to provide families with a realistic measure of value by relating the cost of attending an institution to the quality of education.

Recently, Loyola also has been listed in *The Best Buys in College Education*, edited by Edward B. Fiske, former education editor for *The New York Times*.

For more information, contact the Division of Institutional Advancement at (504) 861-5888.



***"Loyola is a hidden  
gem...truly poised to enter  
the next century as a model  
for what can be achieved  
when dedicated men and  
women join in the  
pursuit of a common goal."***

***—Loyola University  
President***

***Bernard P. Knoth, S.J.***

**LOYOLA  
NEW ORLEANS**

**LOYOLA UNIVERSITY**  
**in New Orleans is a Catholic**  
**institution that revolves**  
**around the Jesuit tradition of**  
**contributing to the liberal education**  
**of the whole person.**

*The university searches for those students  
who are not satisfied with the ordinary,  
but who thrive on  
**challenge.***

*Our purpose is to provide quality education  
for a select group of students.*

Loyola University is a Jesuit university founded by the Society of Jesus and chartered on April 15, 1912 with ownership vested in the Loyola community of Jesuit fathers. The university was authorized to grant degrees by The General Assembly of Louisiana for the year 1912.

Today, Loyola New Orleans still operates under its founding purpose of offering a liberal arts education to all who seek knowledge and truth.

Loyola University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award bachelors and masters degrees.

All educational programs and activities are open to all qualified persons without regard to race, color, creed, national origin, age, sex, or disability in the true spirit of Christian love and charity and the Jesuit commitment to social justice.

Loyola is a medium-size university with a total enrollment of over 5,500 students, including over 3,500 undergraduate students, and 2,000 graduate, law and other students.

Loyola's student body is geographically diverse. Nearly a quarter of the students permanently reside outside Louisiana and represent 50 states, the District of Columbia, Puerto Rico, and 59 foreign countries. Students also represent a wide range of social and economic backgrounds.

Loyola is located in a residential area of uptown New Orleans known as the University Section. Fronting on tree-lined St. Charles Avenue where streetcars are the mode of public transportation, the main campus faces Audubon Park directly across the avenue. The 19-acre campus is a collection of beautiful Tudor-Gothic buildings and modern architecture. Two blocks up St. Charles Avenue is the recently acquired four-acre Broadway Campus.

Loyola University was rated one of the top 7 regional colleges and universities in the South and one of the top 60 of the 561 regional colleges and universities in the United States by *U.S. News & World Report's* special report on "America's Best Colleges" in 1994. Loyola is rated one of the nation's best opportunities for affordable quality education in *Barron's 300: Best Buys in College Education* and is listed in *The 200 Best Buys in College Education* edited by Edward B. Fiske, former education editor of *The New York Times*.

Loyola is committed to the task of equipping its students to know themselves, their world and their potential. It operates from the belief that to perform that function properly, it must strive to be an academic community composed in a manner fitting today's pluralistic society and ecumenical age. Students of all beliefs and faiths are welcome at Loyola if they are willing to dedicate themselves to the university's educational mission.

# GRADUATE PROGRAMS

## **BUSINESS ADMINISTRATION**

Master of Business Administration

Master of Business Administration/Juris Doctor

Master of Quality Management

## **EDUCATION**

Master of Education in Guidance and Counseling

Master of Education in Reading

Master of Education in Teaching (Elementary)

Master of Education in Teaching (Secondary)

## **MASS COMMUNICATIONS**

Master of Arts in Communications

## **MATHEMATICS**

Master of Science in Teaching

Mathematics

## **MUSIC**

Master of Music

Master of Music Education

Master of Music Therapy

## **RELIGIOUS EDUCATION AND PASTORAL STUDIES**

Master of Religious Education

Master of Pastoral Studies

## **RELIGIOUS STUDIES**

Master of Arts in Religious Studies

# CONTENTS

6	Statement of Educational Purpose
7	Goals of Loyola
13	Loyola Character and Commitment Statement
17	Graduate Admission
22	Tuition, Fees and Financial Aid
29	Academic Facilities
31	Academic Regulations
44	Joseph A. Butt, S.J., College of Business Administration
60	Education
69	Mass Communications
75	Mathematics and Computer Science
79	Music
90	Religious Education and Pastoral Studies
105	Religious Studies
112	Student Life
121	Administrators
123	Graduate Faculty
131	The Story of Loyola University
135	Association of Jesuit Colleges and Universities
136	Index
139	Academic Calendar

# LOYOLA UNIVERSITY NEW ORLEANS

## STATEMENT OF EDUCATIONAL PURPOSE

Loyola is a comprehensive Catholic university that embodies the standards of academic excellence synonymous with Jesuit education. As a community united in the search for truth and wisdom, Loyola's faculty, students, and staff are committed to scholarship, service, and justice. Consistent with its Jesuit and Catholic heritage, the university is open to all qualified persons.

As enunciated in Goals of Loyola and elaborated in the Loyola Character and Commitment Statement, the mission of Loyola University is to provide a rigorous education grounded in values for an academically able student body selected from diverse geographic, ethnic, and economic backgrounds. While reaffirming its commitment to the educational needs of the citizens of New Orleans and of Louisiana, Loyola will continue to seek students from throughout the region, the nation, and the world.

To achieve its goals, Loyola recruits faculty who are dedicated to instruction and advising, to research that enriches their teaching, and to service both to the university and to the larger community. To preserve its Jesuit character, Loyola seeks to maintain a substantial presence of Jesuits as faculty members. Acknowledging that education is not limited to the classroom, the institution employs staff who are committed to the education of the whole student. Through the curriculum, advising, campus ministry, co-curricular activities, and student life programming, faculty and staff strive to provide a supportive but challenging environment in which students can realize their responsibility to serve others. To meet the diverse needs of its students, Loyola offers a curriculum rooted in the liberal arts and sciences and fully supportive of a wide range of pre-professional and professional programs. Though its principle focus is undergraduate education, the institution offers selected graduate programs that are consistent with its mission.

In the Ignatian tradition, Loyola University endeavors to develop students into a new generation of leaders who possess a love for truth, the critical intelligence to pursue it, and the eloquence to articulate it. The goal of a Loyola education is not mere technical competence but wisdom and social responsibility.

*As approved by the Board of Trustees, "Goals of Loyola" is Loyola University's mission statement; the "Loyola Character and Commitment Statement" is an amplification of the institution's Jesuit and Catholic identity and tradition; the "Loyola Statement of Educational Purpose" is a distillation of these two documents to be used for planning and assessment purposes.*

Approved 03/03/94—Mission Effectiveness Committee/Board of Trustees

Approved 03/17/94—University Planning Team

Approved 03/24/94—Academic & Faculty Affairs Committee/Board of Trustees

Approved 05/19/94—Board of Trustees



# GOALS OF LOYOLA

*The following statement represents many months of work by faculty, administrators and students at Loyola. It was mandated by the Council on Academic Planning, approved by the Standing Council for Academic Planning and approved in July 1971 by the Board of Trustees. Revisions proposed by the Standing Council for Academic Planning and approved by the Board of Trustees in July 1973, January 1977 and May 1983 are incorporated in this edition of the Goals Statement.*

## LOYOLA UNIVERSITY IS A CATHOLIC INSTITUTION

Loyola, as a Jesuit university, is committed to the belief that Christianity presents a world view which is meaningful in any age. Although the message of Christianity is not wedded to any given philosophy, science, art, or politics, it is still not compatible with every point of view.

The person is central in a Catholic university. Its task is to equip its students to know themselves, their world, their potential, and their Creator. To perform this function properly, it must strive to be one academic community composed of administrators, faculty, and students, both laypersons and clerics. This community must be composed in a manner fitting to our pluralistic society and ecumenical age. It can, therefore, be made up of many whose modes of commitment to university aims differ: of those who have dedicated their lives to the Christian faith commitment, of those who live non-Christian faith commitments, and of some who live no formal faith commitment at all. Religious and non-religious, Christian and non-Christian, all will dedicate themselves to the mission of this Catholic university, each in his or her own way. All will cooperate in the search for truth, either by exploring the inner dynamism of Christianity and its implications for the present or by provoking the quest for truth in others. All are bound together by a common search for knowledge. All are dedicated to the discovery and promulgation of truth.

The community in quest of truth has a reverence for creation, not only the creations of God and the creations of people, but for life itself as a fountain of creativity. Reverence for creation fosters universal concern and dedication. All who are concerned for and dedicated to the truth are welcome in the Loyola community. Only those who condemn the commitments of those who seek the truth will not find a home here.

The Catholic university must foster among its students, its faculty, and the larger community a critical sense. To think critically one must have a place to stand. Criticism must be based upon agreement on basic values and principles. Without this there can be no meaningful disagreement. Loyola stands on its Catholic commitment. This commitment is not the end of a search, but the beginning of an inquiry into other traditions, other regions, other religions. Loyola seeks to hand down a heritage even as it learns and teaches methods of thinking which will revivify the heritage and breach new frontiers of knowledge.

Because Loyola is committed to the Christian tradition, it should support excellence in theological instruction and scholarship as well as recognize the pre-eminent place of theology among the disciplines of higher learning. Catholic teaching should be presented in some structured way to aid the student to form her or his own world view.

Rapid change is a feature of contemporary life. Education should equip students to meet the rapid developments they will encounter and should enable them to make sound judgments as values undergo constant scrutiny. It is the tradition of the Society of Jesus to discern what is good and true in the movements of history. Loyola pledges itself to educate its students to meet change with equanimity, good judgment, and constructive leadership. Innovations in the direction of a more Christian and just structure for society are expected of the Loyola University community, its alumni, and its friends.

Loyola is committed to a serious examination of those conscious and unconscious assumptions of contemporary American civilization that tend to perpetuate societal inequities and institutional injustices. In this endeavor it is particularly concerned with those prevalent economic, judicial and educational attitudes which are inconsistent with the social teachings of the Church.

## **LOYOLA CONCENTRATES ON LIBERAL EDUCATION**

Loyola intends to achieve its goal of integrating the vision of faith with the remainder of human knowledge by concentrating on the liberal education of its students. While Loyola emphasizes studies in the liberal arts, it is also committed to professional study. Liberal studies assist a student to broaden and deepen convictions; professional studies assist a student to actualize convictions. Planning and efforts, therefore, are to be centered on the achievement of excellence in liberal and professional education.

Loyola is aware of the need for innovation in undergraduate education. Because of its size and independent status, Loyola is in a unique position to explore new programs and approaches in education. Loyola should experiment with the full realization that lack of change often implies more risk than change itself.

Loyola's spiritual and material resources will be dedicated to the support of graduate programs if they fulfill one or both of the following criteria: (a) they are necessary for strengthening undergraduate programs; (b) they fulfill serious community needs.

## **LOYOLA RECOGNIZES ITS COMMUNITY RESPONSIBILITIES**

Loyola looks forward to its place in the community of the future. The American university of the future will be more involved in community service than the university of earlier decades. Loyola stands ready to do whatever is in its power as an independent Catholic university to solve the problems of American society today.

Loyola should make a serious effort to probe and uncover the latent unity of the Southern people so that together they may build a richer future for their children. Loyola should make conscious efforts to prepare the educationally underprivileged for college life and to make a college education available to them. In particular, Loyola recognizes its obligation to provide such educational opportunities to the Black community, which historically has been deprived of this advantage.

Within the limits of available resources, institutes and programs will be created, developed or discontinued as the need arises under the scrutiny of the Standing Council for Academic Planning. Among present programs are those that serve high school students and teachers, the educationally and economically disadvantaged, nurses, law enforcement agencies, and labor.

## **LOYOLA IS A COMMUNITY OF SCHOLARS**

Loyola aims at developing and maintaining a distinctive community of scholars. The bond of this community is the desire of teachers and students to reach academic excellence in their pursuit, not of knowledge alone, but of truth and Christian wisdom. In such a community, students and faculty are in contact with centuries of

accumulated wisdom and should be active in shaping this wisdom for a new day. By reason of their formative life within this community, they should be conscious of the achievements and failures of all of human history, particularly those of their own culture and time. As a result, they should be capable of principled judgment in the face of complexity and ambiguity, and humanely moved or divinely inspired to leave behind them a better world than they found.

Such a mission will best be accomplished in our day by a community drawn from many religious, ethnic and cultural backgrounds, and through firm, vigorous and dynamic programs in the arts, humanities, sciences and law. It can be accomplished especially well by programs of studies which cross traditional disciplinary lines. Faculty and students are encouraged to collaborate in the formation of interdisciplinary curricula and programs.

The university's libraries comprise an essential component in the development of a community of scholars. The expansion and improvement of library resources are major objectives of the university. Therefore, Loyola should continue to participate in cooperative efforts among universities designed to reduce unnecessary duplication of library resources and to experiment with innovations such as information retrieval technology.

In sum, Loyola wishes to assist each person in becoming more aware of the problems of society and of his or her ability to correct these problems. Such a person would have a firm moral conviction to live up to his or her obligations to himself or herself to community and to God.

## **THE FUTURE OF THE UNIVERSITY**

Loyola is potentially strong in three areas that are in some significant way unique: communications, music, and religion. By achieving excellence in these unique areas and sustaining its strong undergraduate departments, Loyola will be a significant force in higher education.

The university should aim at a gradual and studied increase in size of the student body consistent with maintaining quality programs, close student-faculty contact and maximum use of existing resources.

Loyola should increase and make more effective its ties with other colleges and universities in the New Orleans area. The New Orleans Consortium is a good example of how such effective bonds can be forged.

There is an obvious relationship between certain fields of study and the institutions and social movements of the modern city, state and nation. A portion of studies such as business and the social or behavioral sciences should be done off-campus with students examining and working in institutions and agencies actually practicing in these fields. Such study can be an academic activity. It should be undertaken as part of regular academic programs because it is directly related to the subjects for which Loyola takes educational responsibility.

## **PRIORITIES INVOLVING PLANNING**

One of the principal responsibilities of the Standing Council for Academic Planning (SCAP) is to direct an orderly and systematic planning sequence that will ensure that Loyola is prepared for the future. To fulfill this role, SCAP must carefully examine not only all the elements of any new programs but also assess the viability and quality of existing programs. Economic constraints, educational and professional needs and community expectations are necessary considerations in all recommendations.

As an additional responsibility, SCAP should be active in lending its support to the extension and development of the New Orleans Consortium so that fuller use of the combined resources of facilities, faculties and staff may be made.

## **PRIORITIES INVOLVING STUDENTS**

Loyola recognizes that value-oriented education must occur in the context of total human development and is founded upon an appropriate integration of the religious and intellectual development of the student and the education of the whole person. Loyola students should be provided with a foundation of learning experiences which will enable them to develop further their personal values and life goals. For this reason, Loyola expects students to accept responsibility in determining policies, programs and curricular requirements. The university involves students in the planning of their education and the shaping of their environment and encourages student participation in the deliberations of faculty and administration.

Loyola is committed to the development of a culturally and educationally diverse student body and is pledged to represent this diversity in all programs and services which affect student life. One of Loyola's greatest assets is a student body which reflects the cultural diversity of metropolitan New Orleans. Loyola will make every effort to attract a sizable percentage of students from outside of Louisiana and the Deep South to increase the cultural, intellectual and demographic diversity of the student body. Special efforts will be made to encourage students to share their differing cultural perspectives in contributing to the campus community and its programs. In order to ensure this diversity and balance in the student body and maintain the quality of admitted students, the Admissions Office will continue a careful evaluation of every applicant. Based upon this commitment to diversify the student body, Loyola balances ability and need in making its financial awards.

In keeping with its commitment to educational excellence, Loyola will continue to enrich the student population with outstanding students who will attract other good students and faculty and stimulate all to greater efforts. In support of this goal, special enrichment programs have been established and will be continued and strengthened. Loyola also maintains a strong commitment to the average and the underachieving student and provides programs to facilitate his or her adjustment to the academic environment.

The university recognizes the importance of providing programs to facilitate the integration of the new student into the university community and to encourage the development of harmonious relationships among the diverse elements of the student body. Loyola provides counseling at every level. Academic counseling should be systematically organized and supervised by the deans, and faculty members should recognize their counseling responsibilities. Personal counseling, growth opportunities and support programs to help the student meet the normal problems associated with making the transition from one life stage to another are provided by the Counseling Center. Loyola will continue to establish programs led by professionally trained personnel to facilitate students' continuing personal and social growth, to help to students develop the skills necessary to cope with academic demands, and to aid them in identifying and pursuing purposeful career goals and future aspirations. Personal and spiritual counseling should complement one another. Campus Ministry does play a special role in assisting students to adjust both to university life and to understanding the full scope of a Loyola education. Programs which strengthen the student's social, cultural and academic environment outside the classroom should be supported. Student activities and co-curricular programs which are educational and which prepare students for further leadership will be expanded. Such programs include student government and organizations, prayer groups, organized recreational activities, and the Loyola Community Action Program (LUCAP).

Loyola is cognizant that the student body increasingly includes senior citizens, career persons returning for further education, women preparing to re-enter previous careers, and other students in non-traditional programs. As part of the education at

Loyola, it is important that these students be strongly encouraged to participate in campus life and to see the university as able to make a significant contribution to their lives outside regular classroom experiences. Facilities, programs and services will be developed to support the active participation of such students utilizing professional staff, peer assistance and community referral.

## **PRIORITIES INVOLVING FACULTY**

A university is a community of teachers and learners. The knowledge and teaching ability of the faculty place it in a unique position of leadership. The faculty has primary responsibility for such fundamental areas as curriculum, subject matter, methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process. The faculty sets requirements in courses, determines fulfillment of the requirements, and approves degree candidates for presentation to the President and Board of Trustees.<sup>1</sup>

Within the framework of excellent liberal and professional education, faculty activities should be a studied balance among teaching, research and community service. These goals can best be realized by a stable, financially secure and professionally active faculty. Faculty participation in university governance reflects its concern with academic excellence through teaching, research, other scholarly activities, and the maintenance of an atmosphere of academic freedom and responsibility. It is expected that Loyola faculty will have active professional interests which will contribute to the vitality of its work in the classroom.

## **PRIORITIES INVOLVING CURRICULUM**

The university curriculum provides the students, faculty, and administration with a common reference system for the pursuit of academic excellence and scholarship. Loyola is committed to a steady exploration in and experimentation with curriculum design. Curricular reform should be planned and conducted by faculty-student committees working in cooperation with the dean of their college.

So that each undergraduate can achieve a liberalizing education, the curriculum should ensure that instruction be given in the traditional areas of the humanities, sciences, and the fine arts, regardless of the major field of study. This common portion of the contribution reflects Loyola's commitment to participation in the Judeo-Christian intellectual tradition. To achieve this objective, the curriculum must convey a grasp of religious thought and philosophical discourse which frees from ignorance and from mindless conviction and commitment. Each degree program must fulfill all university and college requirements but remain flexible enough to meet the changing needs of the field of study involved.

Differences in the educational objectives of the undergraduate colleges may result in variations in the extent of their participation in the common curriculum. However, the number of major courses required by each program should not be so great as to produce over-specialization of the student. Periodic reviews of the degree requirements should be conducted.

The development of a high degree of ability in expressing ideas both verbally and in writing should form an essential part of each student's education. Moreover, the student should be encouraged to develop a basic competence in those languages

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<sup>1</sup> Statement on Government of Colleges and Universities, by the American Association of University Professors, American Council on Education, and the Association of Governing Boards of Universities and Colleges, from Appendix C, Loyola University Faculty Handbook, November 15, 1973.

that best complement his or her own program of study. In keeping with this, Loyola should continue to explore innovations in instruction in both human and machine languages and encourage utilization of presently available technical aids including computer-assisted instruction. Loyola should also explore the possibility of greater inter-university cooperation and specialization in the areas of language, arts and computer science.

Because of its intrinsic importance, education in the physical and life sciences has held an important place at Loyola. Loyola will continue to make every effort to inculcate scientific literacy in all of its students. Many patterns of thought in our time are grounded in the methods employed by the sciences. College students should be exposed to the disciplines of the natural sciences. Thus, Loyola will continue to devote sufficient resources to maintain its excellent program of service courses for undergraduates in other fields and will make every effort to recruit talented majors in these programs.

An ordered society needs men and women trained in the law and business administration. Loyola has produced and will continue to produce leaders in law, government, and business administration. Because Loyola is committed to the Christian tradition, it should provide the leaders of tomorrow with those values which strengthen our society.

Law and graduate students should be offered a liberalizing education, and their respective curricula should insure that instruction is given in the areas of ethics, professional responsibility and the humanistic concerns of their respective disciplines. Legal and graduate education at Loyola should also reflect Loyola's commitment to participation in the Judeo-Christian intellectual tradition.

The School of Law is committed not only to a theoretical and practical understanding of the law, but also to the highest ideals of social justice and professional responsibility. The Law School offers a comparative law approach to legal education through its complete common law and civil law programs. It is unique in the community in providing a legal education in the evening.

All Loyola disciplines should provide opportunities for study through seminars, honor courses, discussion courses, independent study, research projects, and courses designed by students. Loyola will continue its tradition of close student-faculty contact which has always constituted the basis of quality education.

# LOYOLA CHARACTER AND COMMITMENT STATEMENT

*The following statement represents many months of work by both Jesuit and lay faculty, staff and administrators at Loyola. It was written by the Task Force on Jesuit Identity and approved by the Board of Trustees in November 1980.*

1. Loyola faces the years ahead with confidence. Relying on God's providence and assiduously practicing the virtue of discernment, we will plan for what lies ahead. Our society is marked by increasingly rapid change, growing complexity, and a burgeoning pluralism. These realities are not without their impact upon our community. Loyola is today a larger, more complex institution than it was thirty years ago. The student body and the faculty are more numerous and more pluralistic in their composition. Moreover, the proportion of Jesuits at Loyola has declined and may show further decline in the immediate future. It appears beneficial, therefore, that we take stock at this juncture and articulate, without diffidence or defensiveness, our self-understanding and our educational vision.
2. Our starting point as a community is our recognition and acceptance of the goodness of all God's creation and the ideal of human solidarity and community under God. Further, we acknowledge the Lordship of Jesus and affirm that God was in Christ reconciling the world to God. Around this central confession of faith we hope to shape our lives. It would be meaningless for Loyola to label itself Catholic and Jesuit were it not to center its self-understanding upon these truths. Though our world is broken and fragmented by evil, both personal and social, the enfleshment of God's Son as our brother grounds our hope for the eventual and ultimate victory of goodness and order. God in Christ has called us to choose freely and to follow in the footsteps of our Lord and to do what in us lies to nurture the Reign of God that is aborning in this world where divine and human activities intersect.
3. Motivated by the Christian vision of reality, Loyola undertakes its task as a Catholic institution of higher learning in the Jesuit tradition. Loyola's Jesuits have publicly stated that their "mission is essentially religious but specifically intellectual and educational in the broadest and deepest sense." In all phases of this academic endeavor the university community must strive to achieve the excellence that has come to be synonymous with the Jesuit tradition of learning. As a community of educators and scholars, Loyola's faculty and staff must be dedicated to excellence in teaching, in research, and in service to the larger community. The university must provide an environment conducive to growth of its faculty and staff and the development of scholarship and understanding of personal values that is so much a part of the Christian tradition. At the same time, concern for the student as a person is central to the Jesuit educational mission. Above all, Loyola will endeavor to develop in its students a love for truth, the critical intelligence to attain it, and the eloquence to articulate it. By word and example, Loyola will dedicate itself to educate our students in the Christian tradition, which we recognize as "not wedded to any given philosophy, science, art, or politics (but) still not compatible with every point of view." (Loyola University Goals Statement)
4. While academic excellence and liberal education are the immediate goals of our

university community, they cannot be, in view of our commitment as a Jesuit university, the ultimate *raison d'être*. Academic excellence stands in the service of the full human development of persons as moral agents. In this regard, it would be well to recall the role of the Spiritual Exercises of Ignatius Loyola in the development of every Jesuit. After the Gospel, the Exercises are the wellspring of the Jesuit spirit. They endow Jesuit activity with a distinctive quality. Some understanding of the Exercises, therefore, is necessary to understand the ultimate aim of the Jesuit educational endeavor. The Exercises aim to enable a person, with God's help, to make a Christian choice in regard to the most significant truths and values of life. The choice may be a fundamental option or a conversion affecting the totality of one's existence. Again, it may simply issue from a periodic reassessment of priorities. Whatever the matter of choice may be, the decision-making process should be marked by certain characteristics. First, it ought to be disentangled from inordinate attachment, disordered affectivity. It must purge itself of bias, prejudice, and stereotypical thinking. Only so can it be genuinely free. Second, any significant option ought to be illuminated by human and divine wisdom. No pertinent light that comes to us from history, science, art or religious experience should be ignored. Third, significant choices must not remain merely notional. They must be woven into the texture of one's life; choice must incarnate itself in action. In the light of the Ignatian ideal, choices are to be made with a commitment to pursuing the greater good in any course of action. Capacity for truly human action is what Jesuit education hopes ultimately to achieve.

5. Because education at Loyola is person-centered and concerned ultimately with choice and action, the curriculum, spiritual life and student life must on all levels and in all areas be concerned with values. Our goal is wisdom, not mere technical competence. In this regard it is well to recall that the Spiritual Exercises, as the Gospels before them, while world-affirming, condemn self-aggrandizement and promote service to others. Jesus, the man for others, is for us the archetype. Solicitude for others, not mere efficiency or mere bureaucratic convenience, must motivate us to a concern for all members of the university and to ever-widening circles of concern for our city, our state, our region, our nation and our planet. Because of our human solidarity, a concern for one, even the least of his brothers or sisters, is a concern for all.
6. It is understandable then that in the face of our contemporary situation Jesuits the world over have recently determined that the best way to embody their commitment to the Gospel and the Ignatian Exercises is through the promotion of justice animated by faith. Accordingly, Loyola as a Jesuit university embraces the conclusion of the 32nd General Congregation of the Society of Jesus that Jesuit education must be a catalyst for needed social change, hence dedicated to fostering a just social order.
7. This commitment to social justice can be shared by all who are of good will, thus capable of enlisting the support of our entire community in all its ecumenical diversity and ideological pluralism. We must, therefore, in our policymaking, in our administration, in our entire curriculum, and in the totality of our campus life, strive to bring to life concern for justice to which our Jesuit and Christian heritage commit us. Further, we must challenge all assumptions in light of this commitment. Consequently, as an institution we must be person-centered, not merely bureaucratically efficient.
8. All members of the university community, regardless of their personal faith-commitment or value system, are urged to collaborate in the promotion, clarification, and pursuit of the objectives set forth in this statement. With full



respect for the complexities of a pluralistic culture, with wholehearted commitment to the ideals of religious and academic freedom, and with renewed dedication to the ecumenical spirit of Vatican II, Loyola university is open to any person who sincerely seeks for truth and value. Dialogue and debate concerning controversial issues, even religious ones, are not only tolerated but encouraged. Yet, it should be recognized that the university has an identity defined by its mission that relates to every aspect of institutional life. Deliberate derogation from or subversion of these objectives is incompatible with the university's mission, destructive of its identity, and disruptive of the university community well-being. The university community should make every effort to reconcile any member who finds himself or herself in conflict with these objectives.

9. More could be said about Loyola's identity. However, what has been said should suffice to spur reflection and dialogue. Loyola is a community given to the pursuit of excellence in teaching and scholarship, personal and spiritual development, and to the promotion of justice and faith in accordance with its nature as an institution of learning. One of the leading challenges to any university today, and especially to Loyola in view of its Jesuit and Catholic character, is to teach an ethic of selfless service and sharing that decisively breaks with the present obsession with joyless and insatiable consumption. Education at Loyola succeeds only to the extent that it leads our community to examine how faith relates to society's systemic injustice. Moreover, it fails if it does not demonstrate how faith can be coupled with love to move us to action in the pursuit of justice. Jesuit education, then, is the education of persons for others, persons who will seek to act justly, to love tenderly, and to walk reverently in the spirit of Jesus as the man for others.



# GRADUATE ADMISSION

*DIRECTOR:* Nan Massingill, M.ED.

*OFFICE:* 315 Marquette

Admission to graduate studies at Loyola University represents a selection based on the personal and academic records of the applicants. The appropriate graduate studies committee of the discipline involved examines the applicant's records for evidence of potential for graduate study.

Loyola's graduate program is devised to select students with strong potential for graduate study, intellectual achievement, and personal character, without reference to race, sex or creed.

## APPLICATION DEADLINES

Qualified applicants may enroll at the beginning of the fall, spring or summer term. August 1 for the fall term, January 5 for the spring term, and May 1 for the summer term are the deadlines for admission as a degree-seeking student. Applicants for the communications program or for any of the education programs need to contact the respective departments for deadline dates. Students may be admitted as non-degree or transient students after these dates. Non-degree and transient students are ineligible for certain types of state and federal aid.

## ACADEMIC REQUIREMENTS

An applicant for admission must present as proof of his or her preparation for graduate study the following: transcripts attesting to a bachelor's degree, normally in a field appropriate to the graduate work, at least two letters of recommendation by professionals in the field who can attest to the applicant's professional competence, a resume of work experiences and a statement of educational goals.

Admission to graduate studies allows the student to enroll in all graduate courses not restricted to degree candidates. A prospective student should examine the candidacy requirements for the appropriate degree very closely for requirements that must be met by each student. Please refer to the individual department regarding specific admission requirements.

## DEFINITIONS FOR APPLICANTS

### Educational Levels

**UNDERGRADUATE**—Students who have not received a bachelor's degree or any students who wish to pursue a second bachelor's degree.

**GRADUATES**—Students who have received a bachelor's degree and are not pursuing another bachelor's degree.

### Classifications

**DEGREE-SEEKING**—Degree-seeking students are those students who qualify to pursue a specific graduate degree at Loyola University by the admission deadline.

**NON-DEGREE-SEEKING**—Non-degree-seeking students are those students who wish to enroll at Loyola on a continuing basis but not pursue a degree program or who need to complete prerequisites required for degree-seeking status. Non-degree-seeking students may be admitted on the basis of two official transcripts from the last college awarding a degree. Admission to graduate studies as a non-degree-seeking student allows one to enroll in all courses not

restricted to degree candidates. Admission to graduate studies in the College of Business is restricted to degree-seeking students.

**TRANSIENTS**—Students who plan to attend Loyola for only one semester or students who are unable to supply the necessary credentials by the admission deadline for degree or non-degree-seeking classifications. Transient students are admitted for one semester. In order to continue their enrollment in the next semester, transient students must apply as degree or non-degree-seeking students and submit those credentials required by the admissions committee. Transient students must provide, at a minimum, an unofficial college transcript indicating an award of a degree.

### **Admit Types**

**GRADUATE FRESHMEN**—Students who will have received an undergraduate degree prior to the planned term of enrollment. All degree-seeking graduate freshmen are required to submit the application, non-refundable application fee, two official undergraduate college transcripts from each college attended, two letters of recommendation and the results of national tests if required for the specific graduate program, a resume of work experiences and a statement of educational goals.

**GRADUATE TRANSFER STUDENTS**—Students who have attended another college or university at the graduate level. Transfer applicants must submit the same credentials as freshmen and, in addition, two official transcripts from each graduate institution previously attended, whether or not credit was earned.

**GRADUATE READMITS**—Students who have previously enrolled at Loyola at the graduate level (does not include continuing education and non-credit courses). Readmits need only complete the application form if they have not attended another institution since their last enrollment at Loyola or less than two years has elapsed. Readmits who have not been enrolled for two years and who plan to seek a degree are required to resubmit full credentials. Admission Actions

**ADMITTED**—The applicant is admitted to the graduate program for the term designated on the application.

**CONDITIONALLY ADMITTED**—The applicant is admitted, but on probation. The circumstances of the probation are stated in the letter of admission.

**DEFERRED DECISION**—The decision is deferred until additional information is collected on the applicant. The applicant will be informed of the information needed.

**DENIED**—The applicant is not admitted to the graduate program. This action is taken after the applicant is considered for all other admission actions.

### **APPLICATION PROCESS**

Decisions regarding admissions are made under a policy of rolling admissions. Notification of admission under this plan will be mailed as soon as possible after receipt of all necessary credentials. If admission is deferred, the applicant will be considered again when the requirements for consideration are met.

### **POLICIES AND REGULATIONS**

Students are enrolled at Loyola in accordance with the policies and regulations defined in the university bulletins, the published schedules and Student Handbook. Readmitted students are subject to the policies in effect at the time of their readmission. The university reserves the right to clarify and change policy in the course of a student's enrollment.

All applicants and Loyola students are required to provide complete, correct and truthful information on all university applications, forms and correspondence.

Administrative decisions and actions based on incomplete, incorrect, or false information are subject to immediate review and/or reversal. Applicants or students who provide such information are subject to corrective administrative and disciplinary proceedings including, but not limited to, dismissal from the university.

## **EXCLUSIONS**

Students excluded by a university are ineligible for admission to Loyola depending on the exclusion regulations and recommendations of the excluding university.

## **EARLY ADMISSION**

The programs of music education, music therapy and education will admit, upon receipt of approved application for graduate studies, Loyola undergraduate students who meet all of the academic requirements for admission except a degree on a provisional basis provided they meet the following additional requirements: they must have a B average or better in their upper division major work; they must not lack more than six hours for their bachelor's degree. Such students may schedule a total of six hours of graduate work; their schedule in any one semester may not exceed 12 credit hours. The graduate courses will not count toward the undergraduate degree requirements.

## **INTERNATIONAL STUDENTS**

International students who desire to enter Loyola must comply with the basic admission requirements established. In addition these applicants must satisfy all provisions of the Immigration Act. Students are expected to be proficient in English.

The applicant whose primary language is not English must show a proficiency in English adequate for graduate level study by scoring at least 500 (for undergraduate study) or 550 (for graduate study) on the Test of English as a Foreign Language (TOEFL). These scores are valid for two years from date of the test. Graduates of U.S. institutions may substitute the obtained degree in lieu of the TOEFL. For information on the Test of English as a Foreign Language (TOEFL), write directly to: TOEFL/TSE Services, P. O. Box 6151, Princeton, New Jersey 08541-6151. Additional testing options may be requested through the Office of Admissions.

## **TRANSFER OF ACADEMIC CREDIT**

Students who have earned academic credit at another accredited college or university may be allowed to transfer a maximum of six credit hours, with the approval of the departmental graduate studies committee and the dean. Each degree program has certain restrictions concerning acceptance of courses completed at other institutions. Transfer of credits earned more than five years prior to enrollment will ordinarily not be considered.

Transfer students will be informed of the amount of credit which will transfer prior to their enrollment, if possible, but at the latest, prior to the end of the first academic term in which they are enrolled.

## **DEGREE CANDIDACY**

Degree candidacy is an intermediate status in the normal progress for a graduate degree. Each program has published its specific requirements for admission to candidacy in the appropriate section and should be carefully considered by the applicant prior to application for admission to begin graduate work.

Ordinarily students should expect to qualify for admission after they have completed at least 12 credit hours but no more than 15 credit hours of graduate work. Each student is responsible for completing the application for candidacy at the

proper time. The appropriate graduate studies committee will examine each application for candidacy both objectively with respect to courses and grades and subjectively with respect to the student's likelihood of being able to complete the degree requirements. When admitted to candidacy, the graduate studies committee will inform the student of the course and examination requirements remaining for the degree.

### **TERM FOR COMPLETION OF DEGREE REQUIREMENTS**

Under all but extreme circumstances all course requirements for a graduate degree must be completed in a seven-year span. Exceptions to this regulation require approval of the appropriate graduate studies committee and the dean.

### **POLICY ON NONDISCRIMINATION**

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and in the activities it operates the policy of not discriminating on the basis of race, color, creed, national origin, sex, age or disability. This policy is in compliance with all applicable federal regulations and guidelines.



# TUITION, FEES, AND FINANCIAL AID

All regular students are assessed tuition and fees on a semester basis.

These fees and the tuition pay for only about 69 percent of the actual cost of operating Loyola for one year. The other 31 percent is made up with funds raised by the Annual Support Program from alumni, friends, faculty, staff, foundations, corporations and revenues from the university endowment.

Applicants for admission to Loyola and students who need assistance in paying for their education are encouraged to apply for financial aid.

## TUITION AND FEES

Because of the uncertainty of the economy and budgetary projections, Loyola University reserves the right to change tuition, fees or other charges printed herein. The rates for 1995-96 only are listed below.

## TUITION

All Graduate Courses.....\$450.00 per credit hour

## FEES

### FOR BEGINNING STUDENTS

**Application fee**—graduate (not refundable) .....20.00

**Acceptance deposit**—full-time graduate

(applicable to tuition, 50 percent refundable until July 1)

Campus residents (includes housing deposit). .....200.00

Off campus .....100.00

### FOR ALL STUDENTS

#### University Center fee

*This fee is dedicated to the partial support of the Joseph A. Danna Center including the cost of utilities, furnishings, maintenance and cleaning of the building as well as the programming activities sponsored by the University Programming Board.*

Full-time (9 cr. hrs. or more) .....80.00 per sem.

Part-time (8 cr. hrs. or less) .....45.00 per sem.

#### Student Government Association fee

*This fee supports the operation of the Student Government Association to include funding the internal operations of the SGA and recognized student organizations.*

Full-time .....25.00 per sem.

Part-time .....12.00 per sem.

#### Athletic fee

*This fee was levied in response to a student referendum in 1991 and provides the majority of the support of the university's intercollegiate athletic program supplemented only by fund-raising. No funds from tuition revenue are used to support the athletic program. All students are entitled to free admission to all regular season games by presenting their Loyola Express Card at the entrance.*

Full-time .....25.00 per sem.

Part-time .....10.00 per sem.



### **Yearbook fee**

*This fee, supplemented only by paid advertisements, supports the publication of the university's annual yearbook, The Wolf. Each student is entitled to a copy of the yearbook which is usually distributed during the fall semester for the prior year's activities.*

Full-time .....5.00 fall sem.

Part-time .....2.50 fall sem.

### **Contingent fees**

Late registration.....20.00

Late payment.....100.00

Add/Drop a course .....5.00 per course

Transcript.....2.00<sup>1</sup>

Student Health Insurance (cost varies). .....350.00 per year

Cap and gown rental (cost varies) .....30.00 approx.

Students are encouraged to make payments by check or money order made payable to Loyola University. Cash transactions are discouraged. A charge of \$10 will be assessed for each check returned from the bank.

## **RESIDENCE HALLS**

Charges for room and board are due on a semester basis. Room rent is billed along with tuition and fees. The housing contracts are for both fall and spring semesters. Board is voluntary and therefore paid separately.

<b>Room Rates 1995-96:</b>	<b>Double Room</b>	<b>Single Room</b>
Cabra Hall.....	\$1535	\$2137

### **Room Guarantee deposit**

(not refundable but total

deposit is applicable to room rent)<sup>2</sup> .....\$100

\$50 is refundable if notified by July 1.

### **Residence Council fee**

*This fee applies only to the residents for Biever, Buddig or Cabra Halls and supports the programming efforts and activities of the respective residence councils.*

Biever Residence Council fee .....\$10.00 per sem.

Buddig Residence Council fee .....\$10.00 per sem.

Cabra Residence Council fee .....\$10.00 per sem.

Rates apply to the academic semester only. The Christmas holiday period and between semesters are not included in the room charges. With prior notification, the university may utilize rooms in the residence halls to house conference groups during holiday periods.

Information on accommodations may be obtained from the Office of Residential Life.

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<sup>1</sup> If more than one transcript is requested at a given time, the cost for each additional transcript will be only \$1.00.

## **Meal Plans (Board)**

Loyola's meal plans are voluntary for graduate students. Those who want the program may contract on a semester or yearly basis for one of the plans. For information on the meal plans contact Loyola Dining Services, Box 243, Loyola University, 6363 St. Charles Avenue, New Orleans, Louisiana, 70118.

### **1994-95 Rates**

19 Plus Plan .....\$1225.00 per semester

14 Plus Plan .....\$1165.00 per semester

10 Plus Plan .....\$1110.00 per semester

Each of the programs listed above include membership in the Loyola Express Card with a beginning balance of \$10.00 that you can use as cash for any additional food service purchase you desire.

Checks or money orders for the meal plan of your choice must be made payable to Loyola University and sent to the address listed above. If you choose, registration for the meal plans and Loyola Express Card memberships is conducted in the Orleans Room (Danna Center) at the beginning of each semester and thereafter in the Loyola Express Card office throughout the semester.

## **BILLING AND PAYMENT POLICY**

Students are mailed a bill for the tuition, fees, and room charges. New students and all others who have not preregistered are mailed a bill soon after registering. Returning students who have preregistered receive a bill prior to the start of classes.

Full payment must be received by the Office of Student Finance no later than 30 days after school begins. Students paying after this date will incur a late payment fee. If a student does not receive a bill within three weeks, or if an adjustment should be made to the bill, the student should contact the student finance office so that payment can be made by the 30-day deadline. Subsequent failure to pay in full will result in the assessment of additional penalty fees at the university's discretion. Students who have not satisfied all financial obligations have not officially completed registration and are subject to dismissal. Students whose checks are returned due to insufficient funds also are subject to dismissal.

Loyola will withhold statements of honorable dismissal, grade reports, transcripts, the diploma, and all other reports or materials until all indebtedness to the university has been paid or until satisfactory arrangements have been made with the vice president for business and finance. No one will be allowed to enroll for subsequent semesters as long as prior financial indebtedness has not been satisfied. It is also the policy of Loyola to withhold transcripts, registration and diplomas on any student who has defaulted on a Guaranteed Student Loan, Stafford Loan, Perkins Loan, NDSL or other student loan. In the event that the delinquent account is placed with an outside agency for collection, all collection costs, attorney fees and court costs incurred will be passed on to the student.

## **EMPLOYER TUITION REIMBURSEMENT PROGRAM**

For evening business working students with employer reimbursement plans, the university will defer payment on 90% of tuition and regular fees. To become eligible for this deferment, the student must submit to the dean's office a copy of the employer's reimbursement policy, and each semester submit verification on company letterhead of the student's eligibility in the plan. Also within the 30-day deadline, a promissory note and information release must be executed in the dean's office, and 10% of tuition and regular fees plus any other charges must be paid in the Office of the Bursar.

Final grade reports will be released to the student and payment in full will be

required thirty days after grades are due in the dean's office. Other reports, such as transcripts and diplomas, are withheld until the final payment is received.

## **MONTHLY PAYMENTS**

Although Loyola has no monthly payment plan of its own, students may subscribe to one of two plans offered by outside companies.

Academic Management Services and Tuition Management Systems offer families several monthly payment options to help make education expenses more affordable. The Interest-free Monthly Payment Option enables families to spread all or part of the annual tuition, fees and room charges over equal, monthly payments. There are no interest charges, only a small annual fee. This plan includes life insurance protection covering the unpaid balance at no additional cost. Low-interest Monthly Payment Options, including an unsecured loan and a home equity credit line, are also available. Please contact the Office of Student Finance at (504) 865-3337.

## **REFUND POLICY**

A student who withdraws from a course before the end of the term may be entitled to a refund of a percentage of the tuition charged for that course. The university's general policy on refunds is described below. Federal statute requires an alternate calculation for recipients of federal Title IV financial assistance, and it is described as well.

**TUITION**—Students who withdraw from the university or from a course may be entitled to a refund of a percentage of their tuition. Students who withdraw must return a completed withdrawal form to the Office of Student Records. Mere cessation of attendance does not constitute withdrawal. The date of receipt of the withdrawal notice by the registrar will determine the amount of tuition refund. Refunds are a percentage of the tuition payable in the semester in which the student withdraws, not a percentage of the total amount billed. Only tuition is refundable. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made for the fall and spring semesters on the following basis:

1. If formal notice is received within one week after the beginning of the semester, a refund of 100 percent of tuition is made.
2. If formal notice is received within three weeks after the beginning of the semester, a refund of 75 percent of tuition is made.
3. If formal notice is received within five weeks after the beginning of the semester, a refund of 50 percent of tuition is made.
4. If formal notice is received within seven weeks after the beginning of the semester, a refund of 25 percent of tuition is made.
5. No refunds are allowed after the seventh week of classes.

Students forced to withdraw for medical reasons should consult the Academic Regulations section of this bulletin for the university's policy on medical withdrawals.

**ROOM**—Students who withdraw from the university for any reason are not entitled to any refund on the cost of their room.

**MEALS**—Students who withdraw from the university may receive a refund on the meal plan, prorated to the date of withdrawal. These refunds must be approved by the university food service.

**ALTERNATE REFUND CALCULATION FOR FEDERAL AID RECIPIENTS**—The Federal Refund Policy applies only to recipients of Title IV financial aid who withdraw from all courses during a term, are suspended, or are dismissed; it does not apply to students who merely reduce enrollment. The Federal

Refund Policy applies to all institutional charges for tuition, fees and campus housing, and requires that the aid recipient be entitled to the larger of the institution's traditional refund or applicable federal alternate refund calculations. The law also provides that the refunded amount be used to reduce federal and other assistance received before being provided to the student.

Federal aid recipients who are enrolled at Loyola for the first time (during the initial term of class attendance) and who withdraw before 60% of the term has expired, may be entitled to a statutory pro rata refund of charges—a refund based on the ratio of the remaining weeks in the term divided by the total weeks in the term.

Other federal aid recipients may be entitled to a federal refund if they withdraw from the university as follows: 100% on or before the first day of class, 90% during the first 10% of the term; 50% during the first 25% of the term, 25% during the first 50% of the term.

Additional information on the calculation of refunds (with examples) and the manner in which refunds will be applied against financial assistance received, may be obtained in the Office of Student Finance or the Office of Financial Aid.

## **OVERPAYMENTS/EXCESS AID**

If a credit exists on a student account due to an overpayment, withdrawal, or excess financial aid, a refund may be issued to the student upon request. If the student paid any portion of the bill by credit card, the refund will be issued to the credit card company for the appropriate amount. If the student paid any portion of the bill by personal check, a refund may be issued after the personal check clears. Please refer to the tuition refund schedule above. If a credit results from a combination of financial aid and a credit card payment, the credit card will be refunded. Any form of financial aid (loans, grants or scholarships) will be the priority form of payment to the tuition account.

## **FINANCIAL AID**

The Office of Scholarships and Financial Aid provides information for and administers all aid programs on campus.

## **TYPES OF ASSISTANCE**

**CAMPUS JOBS**—Both the federal government and Loyola provide employment opportunities for students who can demonstrate financial need and who want to work on campus.

**LOANS**—Long-term, low-interest loans provide students with an opportunity to borrow a part of the costs of education. The loans must be repaid when you are no longer enrolled "at least half time" at an approved school. Borrowers must be able to demonstrate financial need. Student loans are also available to non-needy students, or for amounts that exceed calculated need. Terms are not as attractive as for traditional student loans, because in-school interest payments are required.

## **MAKING APPLICATION**

To apply for financial aid, complete a need analysis report, the FAFSA, readily available from high school guidance offices and college financial aid offices in your own area.

Your Scholarships and Financial Aid file is not considered to be complete and cannot be evaluated until your FAFSA has been submitted and you have been admitted to the university. You may expect a response from Loyola to your request for financial assistance within six weeks after you mail your FAFSA to the processor, provided that you have been admitted to the university.

You are urged to apply well in advance of the beginning of the enrollment period. Offers which can be made before May 1 are considered timely and should meet as much of full need as funding permits; later applications will be subject to fund availability.

### **HOW MUCH CAN ONE EXPECT?**

How much one receives depends upon what a person's need is. Need is the difference between the cost of education and what you and your family should be able to pay. Loyola bases the student/family contribution upon information provided on the FAFSA.

### **MAKING SATISFACTORY ACADEMIC PROGRESS**

Students receiving scholarships and/or other financial assistance have the responsibility to make normal progress toward graduation and completion of their program of study. Recipients of assistance who habitually withdraw from classes or who habitually receive grades which show the course work was not completed may be judged as not making progress.

All recipients who are in danger of losing financial aid eligibility for failure to make progress will be personally warned in writing of the conditions to be met in order to maintain progress. Recipients who fail to meet the terms of the warning will lose the right to participate in all financial aid programs until such time as they will have demonstrated, at their own expense, that they are capable of completing their course of study in an orderly manner. Additional information is available on request in the Scholarship and Financial Aid Office, Marquette Hall, Room 110.

Federal regulations now also require that all recipients of federal assistance who have completed four terms of study have a grade point average that will permit them to graduate. Students beyond the four terms whose average is below this level must be denied access to all federal aid programs until the required grade point average has been regained.



# ACADEMIC FACILITIES

## UNIVERSITY LIBRARY

The university library serves students and faculty by providing reading and research materials in a wide variety of subjects and formats.

### Facilities and Resources

The Loyola library consists of the Main Library, the Miller Hall Library, and the Music Library. Holdings include more than 282,986 volumes, 1,841 periodical and journal subscriptions, 418,016 microform units, 73,980 state and federal government documents and 2,736 media titles.

Noteworthy among the special collections are Archives of the New Orleans Province of the Society of Jesus. Other special holdings include rare Spanish and French colonial archival documents on microfilm and extensive holdings in Jesuitica.

The book collections are organized according to the Library of Congress classification system, and the stacks are open to all users. Separate study and research areas are located in each library.

### Services

Librarians are available to consult individually with students and faculty on use of library resources. In addition, the reference department provides special orientation and bibliographic instruction sessions throughout the year. The library publishes a number of guides to the use of the library for both students and faculty, as well subject bibliographies in selected areas.

In addition to print resources, the library offers a number of new information technologies. The library's catalog is now available on-line through LUCI (Loyola University Catalog Information). ProQuest and Compustat Text provide access to general and business information, while PsycLit, ERIC, MLA Bibliography, and CINAHL on CD give citations to articles and documents in psychology, education, literature and nursing. A public OCLC terminal is available for those who wish to verify bibliographic information or locate resources in distant libraries.

The media center provides audiovisual learning materials and playback and viewing equipment for classroom and individual use. Materials include interactive video, video tapes, films, filmstrips, slides, audio tapes, records and other forms. The microcomputer lab offers a variety of microcomputers and software for student and faculty use.

### Extended Resources

Faculty and graduate students enjoy borrowing privileges at most of the area's academic libraries. Occasionally, these privileges can be arranged for undergraduate students. The library's interlibrary loan service can obtain books and periodical articles not available at the university library from other libraries.

## COMPUTER SYSTEMS

Academic Computing Services provides technical support and resources for instruction and research activities on campus. This service is available to all authorized students, faculty and staff. Computer terminals and microcomputer

systems are located throughout the campus with support coordinated through the Academic Computing Services Offices in Bobet Hall.

Personal computer systems are available for purchase at greatly discounted prices through the Loyola University Micro Center. A variety of microcomputer and peripheral equipment is offered through this facility to all full-time students, faculty and staff of the university.

The Computer Center provides a full range of computer support to the administration of the university. This includes modern up-to-date systems for admissions, finance, registration and other areas for the day-to-day operations of the university.



# ACADEMIC REGULATIONS

## KNOWLEDGE OF REGULATIONS

Students are responsible for compliance with the regulations of the university and should familiarize themselves with the provisions of this bulletin distributed by the Office of Admissions, the Registration Schedules distributed by the Office of the Registrar, the *Student Handbook* distributed by the Office of Student Affairs, posted official notices and official instructions given to students.

The university reserves the right to clarify and change its regulations in the course of the student's enrollment. Faculty advisors, deans and associate deans are available to assist students regarding compliance with current regulations. **However, it is ultimately the student's responsibility to comply with the regulations and completion of requirements for his or her chosen program of study.**

Upon enrollment, it is understood that the student agrees that the student will be governed by the university regulations and will abide by decisions made by proper authorities of the university regarding the individual student.

## FACULTY ADVISING

All students are advised by faculty members. Faculty are usually assigned to advise students who have indicated an interest in their particular field of specialization. The names of assigned faculty advisors may be obtained from the office of the dean of one's college or from the department chair in the College of Arts and Sciences.

Faculty advisors are available to students throughout the academic year, but their role is especially important during the orientation and registration periods. Advisors will help students plan their program, explore career alternatives, and aid in any academic problems. Faculty advisors will also ensure that the graduate academic experience is as valuable as possible by assisting students in the sequencing of their course work. **Students should be aware, however, that knowledge of and adherence to regulations of Loyola, both academic and otherwise, are the ultimate responsibility of the student.**

## LSTAR (LOYOLA STUDENT TELEPHONE-ASSISTED REGISTRATION)

Early registration, registration, late registration and drop/add are conducted by LSTAR. Actual dates and times are listed in the early registration and registration booklets. By registering through LSTAR, the student's registration is automatically confirmed and he or she will be billed accordingly. At the end of early registration, and again after drop/add, students are mailed a program notice which verifies their registered courses.

Disabled students who notify the registrar's office will be assisted in their registration by a staff member.

## EARLY REGISTRATION

Only currently enrolled students may participate in early registration for the subsequent term. Graduating students and transient students are not eligible. Early registration is conducted in November and April.

If a student decides not to return to the university in the semester for which he or she early registered, the student must officially withdraw before the semester

begins. (See *Withdrawal from the University*.) Students with financial obligations to the university are subject to having their early registration cancelled according to the promissory note signed with the Office of Student Finance.

## **REGISTRATION**

Registration is held at the beginning of the term for new students and for students enrolled in the previous term who did not participate in early registration. Students who registered early may drop or add during registration. No drop/add fees will be assessed during registration.

Those admitted as transient students must complete their credentials during the term of their first admission and thus must be readmitted for the next term as non-degree-seeking students or degree-seeking students in order to continue their enrollment. Students with financial obligations to the university may not register until such obligations have been satisfied.

## **LATE REGISTRATION**

Late registration is normally held for two days after the designated registration period. A late registration fee is assessed, and a student may be required to pay tuition in full. Students with financial obligations to the university may not register until such obligations have been satisfied.

## **DROP/ADD PERIOD**

After late registration, a \$5 fee is charged for each drop or add transaction. Because of external and internal reportings on enrollments, deadlines for drop/add activity must be strictly enforced. A dropped course is removed from a student's record.

Registration for the audit grading option may be selected during any registration activity or the drop/add period **and may not be changed at a later date**. Students are referred to the early registration and registration booklets which contain specific instructions regarding this selection and other special registration procedures.

## **WITHDRAWAL FROM COURSES**

Up to one week following the mid-term period, students may receive from the registrar an administrative withdrawal from a course. Students receive a W in the course and the transaction requires advisor's and instructor's signatures.

Students who stopped attending but did not officially withdraw will receive a grade of F.

## **WITHDRAWAL FROM THE UNIVERSITY**

To withdraw officially from the university a student must:

1. Obtain a withdrawal form from the Office of the Registrar.
2. Obtain signatures of the designated officials on the withdrawal form.
3. Resident students must also obtain clearance from the Office of Residential Life.
4. Students should consult the official university calendar for the tuition refund schedule.

Withdrawal is not complete or official until all signatures have been obtained and the registrar's copy is returned to the Office of the Registrar.

Those students who withdraw officially from the university prior to the last day for dropping courses as recorded in the academic calendar will have the courses removed from their records. Students withdrawing from the university after the drop period but in the withdrawal period will receive Ws.

Students who have not been enrolled for two semesters or more must follow the degree requirements in effect at the time of their re-entry.

## **MEDICAL WITHDRAWAL FROM THE UNIVERSITY**

A student will be granted a medical withdrawal from the university within the semester the student is incapacitated, providing that detailed written documentation is provided by the student's health care professional to the associate vice president of student affairs, who will make a final recommendation to the vice president for student affairs.

Any student receiving a medical withdrawal during the semester may be required to remain out of class the succeeding semester. (This decision will be based on seriousness of illness and time of withdrawal.) Medical withdrawals must be made within the semester being requested (during illness). The associate vice president for student affairs will decide the appropriate refund, if any.

## **LEAVE OF ABSENCE**

Students enrolled in one term may apply to their dean for a leave of absence for either the next term or academic year and process a leave of absence in the Office of the Registrar. Students returning from a leave of absence are subject to the policies of the bulletin under which they were originally admitted.

## **GRADING**

Each instructor has the option of using a grading method within each course that best meets the needs of students and the subject. However, all grades are translated by instructors into the following grades:

- A** Excellent. This grade is assigned 4 quality points per semester hour.
- B+** Good. This grade is assigned 3.5 quality points per semester hour.
- B** Good. This grade is assigned 3 quality points per semester hour.
- C+** Average. This grade is assigned 2.5 quality points per semester hour.
- C** Average. This grade is assigned 2 quality points per semester hour.
- D+** Minimally Passing. This grade is assigned 1.5 quality points per semester hour.
- D** Minimally Passing. This grade is assigned 1 quality point per semester hour.
- F** Failure or failure to withdraw. No quality points are assigned.
- I** Incomplete. This grade is to be assigned only when the instructor has been presented with serious and compelling reasons why the student should be allowed to complete the course at a later date. These reasons are customarily medical. The I grade is not an automatic extension. An I grade which has not been made up by the sixth week of the subsequent term, excluding summer terms, will be changed automatically to F.
- P** Pass. Pass/fail grades are available only in courses designated as pass/fail. Grades of P are not counted toward quality point averages.
- W** Withdrawal. Indicates that the student withdrew by the 10th week of class in the Office of the Registrar. No credit is awarded.
- AU** Audit.
- AI** Audit Incomplete.
- AP** Advanced Placement.
- IP** In Progress. (To be awarded only with the registrar's permission in courses that span more than one term.)

The use of certain other administrative notations on student grade reports are explained in those reports. Averages are computed only on the basis of letter grades A through F.

## **GRADE POINT AVERAGES**

A student's grade point average is based on credit hours, grading method (pass/fail, etc.), grade awarded and quality points. The following definitions apply.

**QUALITY HOURS** are the units upon which a student's grade point average is calculated. They differ from earned hours because quality hours do not include the pass grade and do include failed courses.

**LOYOLA EARNED HOURS** are the credit hours earned while taking courses at Loyola.

**TOTAL EARNED HOURS** are the credit hours earned while taking courses at Loyola as well as the hours awarded for transfer work toward a student's degree.

**QUALITY POINTS** are calculated by multiplying the quality points associated with a grade (A=4, etc.) by the quality hours. (A 3 credit hour course with a grade of A will result in 12 quality points.)

**GRADE POINT AVERAGES** are calculated by dividing the total quality points by the total quality hours.

**CUMULATIVE GRADE POINT AVERAGES** include only the course work taken at Loyola.

## **GRADE REPORTS**

A report of the grades made by a student in his or her scheduled courses is sent to the student at the end of each semester. Grades may be released to parents or guardians if the student certifies that he or she is claimed as a dependent for federal income tax purposes. This certification must be made each semester at the time of registration.

Loyola's grade reports list the courses, grades, Loyola grade point average (both cumulative and semester) and the total earned hours.

Discrepancies must be appealed in writing to the Office of the Registrar within 30 days of the last examination. Grade reports are withheld until all financial indebtedness to the university is satisfied.

## **CHANGE OF GRADE**

An instructor may change a grade previously assigned by processing an official change of grade form in the Office of the Registrar. The instructor must request the grade change form, cite the reason for changing the grade, and obtain the approval of the dean under whose jurisdiction the course was offered.

## **GRADE APPEALS**

The student has a right to the grade he or she has earned, the right to know the grading systems of the instructor and the right to know grades as they are given during the semester. The grading system should be included in the course syllabus.

If the student feels that he or she is not being graded justly, the student should first consult the instructor. If this consultation proves unsatisfactory, the student should then consult the department chair. If the student still feels that the problem has not been resolved, he or she should consult the dean of the college in which the course is offered to request a committee hearing.

The student has the right to appeal a given grade to the dean up to 30 days after the beginning of the subsequent semester, excluding summers. It may happen, however, that a hearing may not be able to be scheduled until after that time. Until the grade is finally determined, the student's academic standing and all related rights and privileges are based on the grade as originally assigned.

The student shall collect and present any evidence (tests, papers, laboratory reports, etc.) to the dean. The dean may appoint a committee composed of the

dean or the dean's designated representative, two faculty members, who, if possible, should be familiar with the course, and one student who has taken the course, if possible. The dean or the dean's designated representative, will serve as the non-voting chair of the committee.

The student and instructor are to be apprised of the composition of the committee and the dean should honor any reasonable objection either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The burden of proof will be on the student. The decision of the committee is final, and the grade it decides upon becomes the official grade for the course.

If the dean denies a student a committee hearing, the student may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of himself or herself or a representative, two faculty members (who should, if possible, be familiar with the course), and one student from the college in which the course is offered and who has taken the course. Both the student and the instructor are to be apprised of the composition of the committee and the vice president for academic affairs should honor any reasonable objection which either might have to appointed members. Both the student and the instructor have the right to present their position in person to the committee. The decision of the committee is final and the grade it decides upon becomes the official grade for the course.

Loyola students enrolled in courses at other institutions will be subject to the grade appeal policy at that institution.

**ACADEMIC STANDING**

Criteria for academic standing are set by each department.

**CAREERS**

Students may have an undergraduate, graduate, joint graduate/professional and/or professional career at Loyola University. Each career has its own grade point average which will not reflect courses taken that are at a level different from a student's career at that time. Therefore, for students who receive a bachelor's degree and return to take undergraduate courses as a graduate student, their grade point average at the time of the awarding of the degree will not be affected by this later course work. In addition, the graduate grade point average will not include quality points for undergraduate courses.

**CLASSIFICATION**

Classifications are determined by the Office of Admissions based upon the credentials and application submitted by the student.

DEGREE-SEEKING STUDENTS are officially admitted to a specific program and are classified as follows:

<b>Classification</b>	<b>Hours Earned</b>
Graduate Freshman .....	0-9
Graduate Sophomore .....	10-18
Graduate Senior .....	19-or above

NON-DEGREE-SEEKING STUDENTS are admitted with official credentials but are not enrolled in a particular degree program. Students admitted as non-degree-seeking must enroll in consecutive terms or apply for a leave of absence in order to maintain their status. Failure to follow these procedures will require readmission. Course work taken while a non-degree-seeking student is subject to evaluation in terms of applicability toward a degree. There are limitations on financial aid available to non-degree-seeking students.

**TRANSIENT STUDENTS** are admitted for one term without official credentials. Those who enroll as transient students must apply for admission for the next term as non-degree-seeking students or as degree-seeking students by submitting official credentials, if they wish to continue their enrollment. Transient students are not eligible to early register. Course work taken while a transient student is subject to evaluation in terms of applicability to a degree. There are limitations on financial aid available to transient students.

## **REPETITION OF COURSES**

To repeat a course, students must have the approval of their advisors, dean, and the registrar. Both grades are used to compute the cumulative grade point average but only the earned hours from the original course are used in the calculation of Loyola cumulative earned hours.

Loyola's policy is to show both grades in repeated courses and the student receives no additional credit hours towards graduation. To determine academic standing both grades and quality points are included.

## **DISMISSAL**

Although dismissal is usually a function of the student's inability to remove himself or herself from academic probation, all decisions regarding dismissal are made on an individual basis, and the university, through duly constituted judicial bodies, or through the deans, has the authority to dismiss a student whose conduct, attitude, or performance is in serious opposition to the aim of the university or to the spiritual, moral, or intellectual welfare of the university community.

## **ENROLLMENT AT OTHER UNIVERSITIES**

Students must obtain the prior written permission of their dean, or the department chair in the College of Arts and Sciences, to enroll in courses at other institutions. No transfer credit will be awarded for such work unless the courses are approved by the dean or the student's department chair in the College of Arts and Sciences. Only students in good standing are granted permission to attend another institution. An official copy of the transcript from the other institution must be submitted to the Loyola registrar's office prior to the completion of Loyola's next term or the course will be subject to the provisions of evaluation of transfer course work.

Students in the College of Business Administration must obtain approval from the director of their program.

## **ELIGIBILITY FOR GRADUATION**

Students must meet the specific requirements of their degree programs as set forth in this bulletin. The university, through the appropriate graduate department chairs or deans, may authorize changes and exceptions where it finds them desirable and consistent with the continuous and orderly review of its policies.

In the first part of the academic year in which a student expects to graduate, he or she must file for candidacy with the registrar. If the student is unable to graduate in that term, he or she must apply again for graduation in any subsequent term.

## **RESIDENCY**

A minimum of 24 credit hours must be completed while registered at Loyola. Unless special permission is granted by the appropriate graduate chair or dean to pursue work elsewhere, the work of the final year must be completed at Loyola. This requirement applies to students who entered as graduate freshmen and to students transferring from other institutions.

## **GRADUATION TIME LIMIT**

Students are required to complete their degree program within seven years of their first term of enrollment.

## **GRADUATION**

Loyola confers degrees in May, August and December. After grades are received, the university determines graduation grade point averages. Subsequently, the Office of the Register posts the degrees to transcripts and provides the students with their diplomas. Diplomas and transcripts are not released until the student has discharged all financial and contractual obligations to the university. After a student has graduated, no change may be made in his or her record except to correct a discrepancy (see *Grade Reports*) or as the result of a grade appeal (see *Grade Appeals*).

## **COMMENCEMENT**

Loyola holds a commencement at the end of the fall and spring semesters. Students who are candidates for December are eligible to participate in that fall commencement ceremony. Those who are candidates for May or August graduation are eligible to participate in that spring commencement. The commencement program is not a certification document of the university. The list of graduates is published in the official commencement program and the *Undergraduate Bulletin*.

## **DIPLOMAS**

The diploma given to students upon graduation carries the university information, student's name, and degree title. Diplomas will be released only to students who have discharged their financial and legal obligations to the university.

## **TRANSCRIPTS**

Loyola is authorized to distribute only Loyola's own transcripts, not the records of testing services or other universities. Students may have three records at Loyola which comprise the official transcript: undergraduate, graduate, and law (or a joint graduate/law transcript). Upon a student's request, all official transcripts are sent by the student records office to others. Transcripts marked, "Issued to the Student," are given by the student records office to students. In accordance with recommendations of the American Association of College Registrars and Admissions Officers, official transcripts issued to students should not be treated as an official academic credential. Transcripts carry notations identifying major, degree program, Loyola term and cumulative statistics, degrees earned at Loyola and other institutions, transfer course work by institution, credit by examination, date of birth and prior academic level. Academic exclusion and academic dismissal are indicated on the transcript for students placed in this status.

The Office of Career Planning and Placement issues copies of Loyola transcripts as part of its placement portfolio. This document should not be treated as an official transcript.

Loyola will withhold transcripts, grade reports, diplomas and statements of honorable dismissal until indebtedness to the university has been discharged.

## **INTEGRITY OF SCHOLARSHIP AND GRADES**

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The university expects that both faculty and students will follow these principles and in so doing, protect the validity of the university grades. Instructors will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

## Academic Work

All academic work will be done by the student to whom it is assigned without unauthorized data or help of any kind. A student who supplies another with such data or help is considered deserving of the same sanctions as the recipient. Specifically, cheating, plagiarism and misrepresentation are prohibited. A student who is found to have cheated on any examination may be given a failing grade in the course. In case of a second violation, the student may be excluded for one or two semesters or dismissed from the university. Plagiarism is defined by Alexander Lindley as "the false assumption of authorship: the wrongful act of taking the product of another person's mind and presenting it as one's own." (*Plagiarism and Originality*). "Plagiarism may take the form of repeating another's sentences as your own, adopting a particularly apt phrase as your own, paraphrasing someone else's argument as your own or even presenting someone else's line of thinking in the development of a thesis as though it were your own." (*MLA Handbook*, 1985).

A student who engages in cheating, plagiarism or misrepresentation on term papers, seminar papers, quizzes, laboratory reports, and such, may receive a sanction of a failing grade in the course. A second offense may be cause for exclusion or dismissal from the university.

Faculty members are required to report immediately to the dean of the student's college any case of cheating, plagiarism, or misrepresentation which he or she has encountered and later, the manner in which it was resolved.

The dean of the student's college should apprise the student of the serious consequences of cheating, plagiarism, and misrepresentation as well as of the appeals procedure open to the student in such cases.

## Appeals Procedure

Up to 30 days after the beginning of the subsequent semester, excluding summers, the student has the right to appeal to the dean of the college in which the course was offered a decision of the instructor indicating that the student is guilty of cheating, plagiarism, or misrepresentation. The burden of proof will be upon the student.

If the matter cannot be amicably resolved in consultation with the instructor and chair, the student may appeal to the dean of the college in which the course is offered. The dean will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee consisting of the dean or a representative, two faculty members and a student to render a decision. The dean or a representative will serve as the non-voting chair of the committee. The student and instructor involved should be informed of the membership of the committee and the dean should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

If the dean should refuse a committee hearing to the student, he or she may appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members and one student from the college in which the appellant is enrolled. The student and instructor involved should be informed of the membership of the committee and the vice president for academic affairs should honor any reasonable objection either might have regarding the composition of the committee. The decision of this committee is final.

## CLASSROOM DISCIPLINE

In the realm of classroom conduct, a student does not have the right to engage in conduct which is disruptive to the educational process. Such conduct (e.g., abusive language, threats, disruptive talking and laughing, violent actions, etc.) may



cause removal from that class meeting and can result in removal from the course with a grade of W. A second such disruption may result in exclusion for one or two semesters or dismissal from the university.

### **Appeals Procedure**

It is hoped that discipline problems will be resolved either through the mutual agreement of the student and instructor or through the mediation of the department chair or the dean of the college.

In case of an appeal, the dean of the college in which the course is offered will decide whether the matter requires consideration. If he or she thinks it does, he or she shall appoint a committee composed of the dean or a representative, two faculty members and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the dean should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

If the dean should refuse to grant a committee hearing, the student has a right to appeal to the vice president for academic affairs. The vice president for academic affairs may convene a committee composed of the vice president for academic affairs or a representative, two faculty members, and a representative from student affairs. Both the instructor and the student should be apprised of the composition of this committee and the vice president for academic affairs should honor any reasonable objection which either might have to the appointed members. After reviewing the evidence, the committee shall give a decision which will be final.

### **PROCEDURES FOR EXCLUSION OR DISMISSAL**

The dean of a college or his or her representative may initiate proceedings for exclusion or dismissal when he or she has reasonable cause to believe that a student has violated a university academic policy or has committed an offense which warrants such action. Grounds for exclusion or dismissal include, but are not limited to, the following: cheating, plagiarism, fraud, misrepresentation and conduct which is disruptive to the educational process (e.g., abusive language, threats, disruptive talking, etc.).

The dean or a representative will form a committee to hold an exclusion or dismissal hearing. The purpose of the committee is to recommend to the dean any sanctions that should be taken against the student. In the case of fraud, cheating, plagiarism, misrepresentation or similar offenses the committee will consist of the dean (or a representative), two faculty members, and a student from the college in question. In the case of disruptive conduct or other offenses related to the academic environment, the committee will consist of the dean (or a representative), two faculty members, and a representative from student affairs. In the event a committee had been formed to hear an appeal of a second offense, said committee may be convened to act as the hearing committee on exclusion or dismissal. The dean or a representative of the student's college shall provide the student with a written statement outlining the reasons for the exclusion or dismissal hearing, which is held to consider what action should be taken with regard to the student's future at the university in light of the findings against the student and not to reconsider the student's guilt or innocence in cases of cheating, plagiarism, misrepresentation, disruptive conduct, etc. The statement shall contain sufficient detail to inform adequately the accused of the time, date, place and conduct serving as the basis for the complaint. The student shall also be advised that he or she has a right to appear before the committee and to present information and witnesses in support of his or

her position concerning exclusion or dismissal. Alternatively, the student may present such information in writing. The accused student may make his or her presentation with the assistance of a faculty member, staff member, or another student, but legal representation will not be permitted at the hearing.

The hearing on the matter shall be held within a reasonable period of time (normally within 15 days), but at least ten days after the student has received notice of the charges. Until final determination of the matter, the student shall be allowed to continue classes unless, in the opinion of the dean, the violation warrants immediate departure from the university.

Within five days after the hearing, the committee shall make its recommendations to the dean of the student's college. Included in the committee's recommendation shall be a record of the deliberations (a full transcript is not required) and a justification for the committee's decision. A copy of these records shall be immediately forwarded to the vice president for academic affairs.

Should the dean of the college decide that the student shall be excluded for one or two semesters or be dismissed from the university, the student may appeal the decision to the vice president for academic affairs within ten days following receipt of the dean's decision. After receiving the written appeal from the student, the vice president for academic affairs may affirm, modify or reverse the action previously taken by the dean.

The decision of the vice president for academic affairs is final.

## **RECORDS RETENTION POLICY**

### **Admissions Documents**

The admissions records of enrolled students are retained for five years. Acceptance letters, applications, correspondence, letters of recommendation, credit by examination, test scores, transcripts, transfer credit evaluations and admissions decision information are retained on non-enrolled students for a period of one year from the term of first enrollment.

### **Records and Registration Documents**

Graduation certification forms are retained for a period of one year. Course withdrawal forms, change of grade forms, final grade rosters, transcripts, catalogs, class schedules and commencement information are retained indefinitely. Students are required to report and appeal all discrepancies regarding all academic records to the registrar within 30 days from the final class day of the semester in which the discrepancy occurred.

## **POLICY ON RELEASE OF INFORMATION**

Loyola makes every endeavor to keep the student's educational records confidential and out of the hands of those who would use them for other than legitimate purposes. All members of the faculty, administration and clerical staff respect confidential information about students which they acquire in the course of their work. At the same time, Loyola tries to be flexible enough in its policies not to hinder the student, the institution or the community in their legitimate pursuits.

Documents submitted by or for the student in support of an application for admission or for transfer credit are not returned to the student, nor sent elsewhere by request. In exceptional cases, however, where another transcript is unobtainable, copies may be prepared and released to prevent hardship to the student. The student should present a signed request. Usually the copy, marked as a certified copy of what is in the student's file, is released.

The complete policy on release of student information follows.

Public Law 93-380 (also known as the Buckley Amendment and as the Privacy Rights of Parents and Students—Section 438 of the General Education Provisions Act) permits only the release of “directory information” about students without the student’s written consent. “Directory information” includes:

Student’s name, address, telephone number, date and place of birth, college, major, classification, dates of attendance, degrees conferred and any graduation distinctions and dates of conferral, and the institution attended immediately prior to admission.

The law further provides that any student may, upon written request, restrict the printing of such directory information in the student address directory. The student may so indicate on the personal data form at each registration.

The law requires such written consent of the student for the release to anyone (including parents) of other than “directory information” with the following exceptions—(a) other school officials within the educational institution who have legitimate educational interest; (b) officials of schools to which the student seeks to transfer; (c) the Comptroller General of the United States, the HEW Secretary, the administrative head of an education agency, or state educational authorities; (d) in connection with a student’s application for, or receipt of financial aid; (e) state and local officials or authorities to which such information is specifically required to be reported under state statute adopted prior to November 19, 1974; (f) organizations or educational agencies conducting legitimate research, provided no personal identifiable information about the student is made public; (g) accrediting organizations; (h) parents of a dependent student upon proof of dependency; (i) in connection with an emergency when such information is necessary to protect the health or safety of the student or other persons; and (j) the Veterans Administration.

Loyola University administrators and faculty may have access to information contained in students’ records.

Personal information shall only be transferred to a third party, however, on the condition that such party will not permit any other party to have access to the information without the written consent of the student and that the information be utilized only for the specific purpose for which it was released.

Under the law, any student has the right to inspect and challenge his or her own educational file, with the exception of letters of recommendation or other material when the author was guaranteed confidentiality prior to January 1, 1975. Positive identification of the student shall be required to such examination and a university official shall remain in the immediate vicinity during the examination process.

## **VETERANS AND SOCIAL SECURITY CERTIFICATIONS**

Immediately following registration held in the beginning of each term, students who are eligible for benefits through the Veterans and Social Security Administrations can be certified by the coordinator of certifications in the Office of the Registrar. In accordance with Title 38, United States Code, *Veterans Benefits*, Loyola University certifies only those students who are admitted to a degree program and who are making satisfactory progress as determined by the probationary and exclusion policies of the university’s colleges.

Reimbursement is certified for standard courses only and excludes non-credit courses. All inquiries concerning the certifications should be directed to the coordinator of Veterans and Social Security Administration Benefits in the university’s Office of the Registrar.

**Credit Hour Certification Rules for Veterans**

<i>Classification</i>	<i>Full Time</i>	<i>3/4 Time</i>	<i>1/2 Time</i>	<i>1/4 Time</i>
Undergraduate.....	12	9	6	3
Graduate.....	6	-	3	-
Law .....	9	6	3	2
Summer School.....	6	3	-	-



# **JOSEPH A. BUTT, S.J., COLLEGE OF BUSINESS ADMINISTRATION**

*DEAN:* J. Patrick O'Brien, Ph.D.

*OFFICE:* 301 Miller Hall

*ASSOCIATE DEAN:* Jerry W. Dauterive, Ph.D.

*M.B.A. DIRECTOR:* Wing Fok

*M.Q.M. DIRECTOR:* Caroline Fisher

*PROFESSORS:* Jesse T. Barfield, Rogene Buchholz, Jerry M. Hood, Cecily Raibom,  
A. Michael Sibley

*ASSOCIATE PROFESSORS:* Karen Arnold, William Barnett, James H. Baskett,  
Lloyd Brandt, John E. Brockhoeft, Ronald C. Christner, Michael Dalton,  
Jerry Dauterive, Donald Dozier, Caroline Fisher, Wing Fok, Robert Glover, C.  
Lee Mundell, Margaret A. Paranilam, Michael Pearson, Michael T. Saliba II,  
Deborah Walker, Elizabeth A. Weymann, J. Stuart Wood

*ASSISTANT PROFESSOR:* Brenda Joyner

*SMALL BUSINESS DEVELOPMENT CENTER DIRECTOR:* Ronald H.  
Schroeder, Ph.D.

## **PROGRAMS OF STUDY**

The College of Business Administration offers an evening program leading to the master of business administration and an executive program to earn the master of quality management. A JD/MBA degree program is offered in conjunction with Loyola's School of Law.

## **MASTER OF BUSINESS ADMINISTRATION**

The MBA program is designed to create leaders to manage business organizations in the coming century. The 21st century will see continuing technological growth, changing environmental conditions, and increased global competitiveness. Future leaders will require four types of competencies:

- the analytical skills needed to assess environmental factors,
- the decision-making skills needed to handle countless management issues,
- the interpersonal skills needed to lead an organization,  
and
- the functional and communication skills needed to manage an organization through information technology.

These competencies cannot be narrowly acquired by studying one discipline in isolation. Our approach to helping students gain the competencies for 21st-century leadership is to organize our classes around the types of decisions that tomorrow's managers will face, rather than around disciplines. Tomorrow's leaders must be flexible enough to adopt to environmental changes they experience. They must acquire integrative capabilities that cross functional boundaries. They must be creative and innovative to meet the challenges of increased competition. Finally, they must be able to communicate to create action in others.

The graduate programs at Loyola's Joseph A. Butt, S.J., College of Business Administration provide opportunities for students to develop the specialized knowledge and skills necessary to become effective, socially responsible business and

community leaders. The curricula are constantly reviewed and continuously improved to meet the needs of the changing business environment.

## **MISSION**

The mission of the College of Business Administration is to prepare and graduate individuals with the capability and motivation to become effective and socially responsible business and community leaders.

As an integral part of a Jesuit, Catholic university, the CBA's professional programs and activities contribute to the achievement of Loyola's core educational values: academic excellence and rigor; broad liberal education focusing on development of the whole person; commitment to social justice; and formation of leaders dedicated to serving others.

## **CURRICULUM**

The master of business administration (M.B.A.) program provides maximum flexibility for the student within the broad constraints imposed by the program objectives. It accommodates students with or without an undergraduate business major and with or without significant management experience.

The MBA curriculum has four sequential divisions: the basic core (nineteen semester hours), the advanced core (nine semester hours), the electives (eighteen semester hours), and the capstone course (three semester hours). Each division builds upon that which comes before it in the curriculum. The requirements for an individual student to complete the program depend on the student's background. Those with extensive undergraduate business course work and significant management experience will require the fewest courses and have the greatest flexibility in course selection. These students **may** be able to waive the nineteen semester hours of basic core courses. As a result, they may need as little as thirty semester hours, including nine semester hours in advanced core courses, eighteen semester hours in elective courses and three semester hours in the capstone course. On the other hand, students without an undergraduate business degree with no management experience may need up to forty-nine semester hours including all of the above mentioned sequential divisions.

The M.B.A. program can be completed in as little as 12 months of full-time study. Students can attend either full or part time since most courses are offered during the evening. New students begin their studies during the fall, spring or summer semester; they have a maximum flexibility in hours taken per semester.

At the time of the writing of this publication, various concentrations are being proposed and considered. They include international business, quality management, personal financial planning, and entrepreneurship.

The following provide a description of the four sequential divisions of the M.B.A. curriculum:

### **Basic Core (19 semester hours)**

The basic core is composed of 11 courses covering the basic business disciplines. All basic core courses are completed prior to enrolling in advanced core courses.

Students with credit for undergraduate business courses **may** be able to waive some basic core courses. Other students **may** be able to waive specific basic core courses based upon work experience and other relevant factors. Also, students may waive a particular course through successful completion of a comprehensive exam. All judgments regarding the waiver of basic core courses are made by the M.B.A. director in accordance with established protocols. In all cases, the burden of proof is on the student to demonstrate a sufficient grasp of the relevant material.

Students with no knowledge of computers need to complete a course covering the use of word processors, databases, and spreadsheets before taking Management

Information Systems; those with a weak math background need to complete a math course prior to enrolling in Statistics.

### Basic Core Requirements

	Course		Cr. Hrs.
ACCT	601	Financial Accounting	1
ACCT	602	Managerial Accounting	2
DECS	601	Statistics	2
DECS	602	Management Science	1
ECON	601	Economics of Markets & Organizations	2
ECON	602	Business Cycles	1
FIN	601	Financial Management	2
MGT	601	Management & Organizational Behavior	2
MGT	611	Operations Management	2
MGT	621	Management Information Systems	2
MKT	601	Marketing Management	2
<b>Total Credit Hours</b>			<b>19</b>

### Advanced Core/Electives/Capstone (30 semester hours)

The advanced core (nine semester hours) is composed of three interdisciplinary courses that build upon the analytical skills learned in the basic core and enhance decision-making and interpersonal skills. Enrollment in BA B701 normally follows immediately after the completion of the basic core. The advanced core courses are normally completed prior to enrolling in M.B.A. electives or the capstone course.

Each semester, the college offers a selection of electives, based upon the strengths of the faculty and the interests of the students and of the business community. A number of these electives are integrative in nature and reflect the goals of the M.B.A. program.

The capstone course, Business Strategy, uses business cases to integrate the materials learned during prior MBA course work. Business Strategy is completed in the last semester of the student's program. Students have to satisfy the following requirements before they are permitted to enroll in the capstone course: (a) a cumulative GPA of 3.0 or higher in all graduate courses (including basic core courses); (b) a cumulative GPA of 3.0 or higher in all advanced core and elective courses. Students must complete all the advanced core courses and the capstone course with a grade of B or better in order to be eligible to graduate. These courses can only be repeated once.

### Advanced Core/Capstone Courses

	Course		Cr. Hrs.
BA	B701	Decision-making Tools & Methods	3
BA	B711	The Global Competitive Environment	3
MGT	B701	Leadership & Interpersonal Relations	3
BA	B801	Business Strategy	3
<b>Total Credit Hours</b>			<b>12</b>

Up to six hours of comparable graduate-level course work, with the grade of B or better, taken at other AACSB accredited institutions, may be accepted as transfer credit towards the M.B.A. International exchange, local or international internships are strongly encouraged and can be used as electives with prior approval from the M.B.A. director. Not less than 24 hours of graduate-level course work, including the capstone course, must be completed at Loyola.



## **JURIS DOCTOR/MASTER OF BUSINESS ADMINISTRATION**

The JD/MBA program is designed for those students seeking advanced education in business administration in addition to an education in the law.

Applicants for the JD/MBA program must apply separately to the School of Law and to the College of Business graduate program and be accepted individually to both.

Normal degree requirements of 90 credit hours (Juris Doctor) and 30 credit hours (master of business administration) are complemented and reduced to 81 credit hours (Juris Doctor) and 21 credit hours (master of business administration). Each program is reduced by nine credit hours as each program accepts, as part of its requirement, nine credit hours from the other program.

Upon completion of the program, the student will be awarded two separate degrees. The requirements for both must be completed, however, before either degree can be awarded. All requirements for both must be completed within five years.

Students participating in the joint program must maintain a minimum grade point average of 2.0 (4.00 scale) in the School of Law and 3.00 (4.00 scale) in the College of Business Administration.

Students failing to meet all of the requirements of the program are awarded the Juris Doctor or master of business administration degree only if they fulfill the requirements for the individual degree as outlined in the Law School or graduate bulletins, respectively.

### **ACCREDITATION**

The college was founded in 1947, and the baccalaureate program was accredited by the American Assembly of Collegiate Schools of Business in 1950. The Graduate Division of the college was established in 1961 and accredited by the AACSB in 1974.

### **ADMISSIONS**

Admission to graduate study is controlled by the respective program and is granted to students showing high promise of success at the graduate level. Applicants for admission must have a four-year bachelor's degree from an accredited college or university. Admission is competitive based upon undergraduate academic record, relevant work experience, reasons for pursuing the degree, and, for M.B.A. applicants, performance on the Graduate Management Admissions Test (GMAT). International applicants must submit a score of 550 or higher on the Test of English as a Foreign Language (TOEFL); those who graduated from a college or university in which English was the language of instruction are exempt from the TOEFL requirement. The program directors reserve the authority to require additional evidences from the applicants to demonstrate their communication skills. International applicants must also provide an affidavit of support showing sufficient funds to finance their course of study and living expenses.

#### **All applicants must provide:**

- an application to the program of choice;
- official transcripts showing all college work attempted, undergraduate, graduate, and professional;
- a resume;

- a statement addressing the questions:
  - (1) How do you think the degree will enhance your professional background?
  - (2) What expectations do you hope to realize by earning the degree?

**MBA applicants must also provide:**

- an official score report from the GMAT;
- two letters of recommendation.

**MQM applicants must also provide:**

- evidence of five years' full-time work experience;
- a cumulative GPA of 3.0 or higher.

Official transcripts should be included in the application packet. Transcripts must be in original envelopes from the issuing institution, sealed and signed across the flap by an official of the institution. Test scores must be sent directly from Educational Testing Service. All documents except test scores are to be included in the application packet obtained by writing or telephoning the Office of Graduate Business Programs, Box 15, Loyola University, 6363 St. Charles Avenue, New Orleans, LA 70118, (504) 865-3544. Failure to provide a complete set of official transcripts constitutes grounds for immediate dismissal from the Graduate Division of the College of Business Administration.

## **ADVISING AND REGISTRATION**

All graduate students are assigned to a graduate advisor who helps them plan their master's program, including the sequencing and scheduling of appropriate courses. Students are expected to meet regularly with their advisor and must gain approval of their advisor before registering for any series of courses at Loyola.

## **ACADEMIC STANDING**

In order to remain in good standing, a graduate student must maintain a cumulative grade point average of 3.0 or higher in graduate coursework taken at Loyola University. A graduate whose cumulative grade point average falls below 3.0 will be placed on probation. A graduate on probation will be continued on probation so long as the graduate GPA for each semester in which the student enrolled on probation is above 3.0 and the student earns no grade lower than B. If a student on probation does not meet these criteria, he/she will be excluded. It should also be noted that an MBA candidate on probation will not be granted a letter of good standing to take courses at another graduate school, will not be allowed to take an independent study course at Loyola. An M.B.A. candidate will not be allowed to take BA B801.

## **GRADUATION REQUIREMENTS**

A student must have met all of the following requirements in order to earn the MBA:

1. have satisfied all general university regulations for graduation with a graduate degree.
2. have completed all required graduate, basic and advanced core courses and electives.
3. have an overall grade point average of 3.0 or better in all Loyola graduate work and in all graduate work attempted since being accepted into graduate study at Loyola.
4. have formally applied for graduation and paid all necessary graduation and university fees.

In addition, an M.B.A. candidate must:

1. have a GPA of 3.0 in all 700- and 800-level courses;
2. have completed BA B701, BA B711, MGT B701, and BA B801 with the grade of B or higher. (These courses may be repeated only once.)

## **AWARDS**

Each year in May the College of Business Administration hosts an annual awards ceremony to honor outstanding students. Awards are given to students of all class ranks. The G. Ralph Smith Award is given each year to the outstanding MBA graduate.

## **LOYOLA M.B.A. ASSOCIATION**

The M.B.A. is a professional degree. The purpose of this association is to provide graduate business students with opportunities to develop leadership skills and to prepare for professional positions in the private and public sectors. This club provides an excellent means for M.B.A. students to interact with other students, faculty and community leaders. Students are also given the opportunity to discuss and initiate positive changes within the M.B.A. program. Special meetings are scheduled with leaders from the civic and business community of greater New Orleans as invited guest speakers. Membership is open to all students of the Graduate School of Business Administration.

## **LEGENDTRE-SOULE CHAIR IN BUSINESS ETHICS**

Loyola is one of three universities in the nation pioneering programs incorporating environmental considerations into business education. The Legendre-Soule Chair in Business Ethics, held by Dr. Rogene Buchholz, provides for many diverse activities, including the development of graduate and undergraduate courses, direction of faculty research projects, and sponsorship of special issues forums and conferences. The chair was made possible through a generous donation from the estate of the Legendre family and supplemental funds from the State of Louisiana.

## **MASTER OF QUALITY MANAGEMENT**

The master of quality management (M.Q.M.) is offered through a consortium of the Joseph A. Butt, S.J., College of Business Administration of Loyola University and STAT-A-MATRIX INSTITUTE (SAM). The M.Q.M. educates business executives in the vital area of quality management, preparing them to become the chief quality officer in their organizations.

SAM, a non-profit education and training organization, provides the world's most extensive series of non-credit courses in the quality assurance disciplines. It is currently the world leader in ISO 9000 training and Lead Assessor Certification training. Quality management is an important management philosophy and competitive strategy. Worldwide recognition that products and services which meet customers' quality requirements are essential to compete effectively in today's economy created an awareness that quality is everybody's business. This recognition resulted in a tremendous need for professionals who have extensive backgrounds in the concepts and tools of quality management.

The M.Q.M. provides graduate-level instruction for those seeking an in-depth education in designing, implementing, and maintaining quality management programs. It is an executive program; students from around the world continue their regular employment while completing the program.

The program requires 36 credit hours, with courses delivered through an innovative combination of on-campus and off-campus experiences. Each class lasts a total of 24 weeks and consists of three phases: pre-classroom readings and written

assignments, intensive on-campus classroom instruction, and a major post-classroom applied project. Each course is team-taught by a full-time Loyola business faculty member and a full-time quality management practitioner/consultant from SAM.

The pre-class assignment phase lasts seven weeks and consists of a series of readings and written assignments. During this phase, the student satisfies prerequisites for classroom work and achieves course objectives that do not require classroom attendance. Successful completion of these assignments enables the student to obtain the maximum benefit from the classroom instruction.

Students are on the Loyola campus for eight consecutive days twice each year for three years. The classroom instruction phase consists of lectures, discussions, workshops, and examinations. Attendance in class is full time for one week, from Saturday to Saturday, and over 55 contact hours. This phase concentrates on achieving course objectives that require personal contact with an instructor and the opportunity to practice new skills in a group environment.

Prior to the classroom instruction phase, each student prepares a proposal for an application project in consultation with the professors. The projects are a practical application of the course material based on the student's current professional work. After the classroom instruction phase, each student contacts the professors monthly to discuss the progress of the project and receive additional guidance. The project phase concludes with the submission of a written report 16 weeks after the completion of the classroom instruction phase.

Students complete four six-hour required courses and two electives.

### Required Courses

	Course		Cr. Hrs.
QMGT	600	Quality Management	6
QMGT	610	Philosophies of Quality Management	6
QMGT	620	Statistical Analysis for Quality Management	6
QMGT	630	Strategies for Quality Management	6
<b>Total Credit Hours</b>			<b>24</b>

### Electives (take any two)

	Course		Cr. Hrs.
QMGT	710	Quality Assurance in Reg. and Non-reg. Industries	6
QMGT	720	Quality Auditing as a Management Function	6
QMGT	750	Statistical Inference and the Design of Experience	6
QMGT	760	System Design Reliability	6
<b>Total Credit Hours</b>			<b>12</b>

## BUSINESS ADMINISTRATION GRADUATE COURSES

### ACCOUNTING

**ACCT B601    Financial Accounting** **1 cr. hr.**

This course introduces the accounting cycle from recording financial transactions to the preparation and analysis of financial statements. The course emphasizes the uses of the income statement, balance sheet, and statement of cash flows.

**ACCT B602     Managerial Accounting** **2 cr. hrs.**

This course introduces the principles and methods of accounting concerned with data gathering and presentation for the internal management functions of planning, controlling, and decision making. Topics covered include cost-volume-profit relationships, standard costing, relevant costing, and budgeting.

*Prerequisite: ACCT B601*

**ACCT B800     Accounting Theory** **3 cr. hrs.**

An analysis and evaluation is undertaken of currently acceptable accounting standards and conventions with emphasis placed on pronouncements of authoritative groups.

*Prerequisite: ACCT B700.*

**ACCT B801     Taxation of Individuals and Businesses** **3 cr. hrs.**

Examines the determination and taxation of income of individuals, partnerships and corporations. Emphasizes understanding of concepts related to passive and earned income, deductible expenses and tax credits.

**ACCT B810     Accounting Information Systems** **3 cr. hrs.**

A study of information systems networks; includes discussion of automated data processing systems, data required for managerial decision-making, planning and control problems and systems design.

*Prerequisite: ACCT B700.*

**ACCT B815     Corporate Financial Reporting** **3 cr. hrs.**

A study of the current corporate reporting environment, concepts and principles, report analysis and income determination. Course material will cover the role of the CPA, FASB pronouncements and managerial uses of financial information.

**ACCT B825     Estate and Gift Taxation** **3 cr. hrs.**

This course is concerned with planning and managing federal estate and gift problems and opportunities. The perspectives of a variety of parties are considered. The parties are: decedents, fiduciaries, estates, trusts, beneficiaries, donors and donees. Topics include asset valuations, income, deductions, exemptions, credits, transfers, etc.

**ACCT B830     Personal Financial Planning for the Professional Planner**

This course is the study of Personal Financial Planning including goal setting, cash budgeting, planning for insurance needs, retirement planning, tax planning, investment and estate planning. The course requires an integration of the various types of planning with client goals. The course makes use of forecasts, computer models and macro economic data. The emphasis is on planning for the professional planner who has a diversified clientele.

*Prerequisites: A working knowledge of present value concepts is assumed. This should not be the first MBA course taken and a background in any of the following will be helpful: Accounting, Tax, Insurance, Investments.*

**ACCT B835     Global Tools for Management Accounting** **3 cr. hrs.**

This course is designed to assist the student in understanding the emerging changes in management accounting tools, both here and abroad. Because accounting is a service function, discussions will focus on the value of service to managers, ethical business behavior, and clear communications in financial reporting.

**ACCT B893     Special Topics in Accounting** **3 cr. hrs.**

Current issues and problems in accounting will be researched and discussed in a seminar.

**ACCT B899 Tutorial in Accounting****3 cr. hrs.**

*Prerequisites:* Permission of faculty member and graduate coordinator and a 3.0 cumulative grade point average in graduate work.

**BUSINESS ADMINISTRATION****BA B701 Decision-making Tools and Methods****3 cr. hrs.**

This course examines the use of models and systems for decision making. Topics include (1) establishment of objectives, (2) design of decision processes, (3) collection and analysis of information, (4) development and use of quantitative decision models, (5) non-quantitative decision models, and (6) decision implementations. A series of case studies are used to enhance the development of decision-making skills. These cases require the assessment and analysis of the legal, regulatory, ethical, social, technological, and physical environment.

*Prerequisites:* ACCT B601, B602; DECS B601, B602; ECON B601; FIN B601; MGT B611; and MKT B601.

**BA B711 The Global Competitive Environment****3 cr. hrs.**

This course examines: (1) the business implications of global forces and trends shaping the business environment; (2) the strategies pursued by governments and multinational corporations (MNCs) in several key industries in defining their relations and enhancing their sources of competitive and comparative advantage; and (3) salient theories and models dealing with global competition and cooperation.

*Prerequisites:* ACCT B601, B602; ECON B601, B602; FIN B601; MGT B601; and MKT B601.

**BA B735 Quality Management****3 cr. hrs.**

This course provides an introduction to the major philosophies of quality management/continuous improvement, including those of Deming, Juran, and Crosby. Japanese approaches to quality management are also covered.

*Prerequisites:* MGT B601, B611; MKT B601.

**BA B801 Business Strategy****3 cr. hrs.**

This purpose of this capstone course is to relate and integrate the student's prior academic and professional experience through a study of actual business situations. The course will take a systems approach to problems which are generally interrelated and changing. Several, probably conflicting, positions and recommendations must be considered in the development of alternatives from which a final course of action must be determined.

*Prerequisites:* BA B701, B711; MGT B701; at least nine hours of electives at the 700- or 800-level; and at least a 3.0 GPA in all graduate courses taken at Loyola.

**BA B893 Special Topics in Business Administration****3 cr. hrs.**

Current issues and problems will be researched and discussed in a seminar.

**BA B897 Internship**

*Prerequisites:* Permission of faculty member and graduate coordinator, and a 3.0 cumulative grade point average in graduate work.

**BA B899 Tutorial in Business Administration**

*Prerequisites:* Permission of faculty member and graduate coordinator, and a 3.0 cumulative grade point average in graduate work.

## DECISION SCIENCE

## DECS B601      Statistics

**2 cr. hrs.**

This course introduces the statistical methods which have found wide application in business. Topics covered include descriptive statistics, probability concepts and distributions, estimation, hypothesis tests, contingency tables, analysis of variance, simple and multiple regression analysis, and decision theory. Business applications and extensive use of microcomputer statistical software, including spread sheets, are an integral part of the course.

## DECS B602      Management Science

**1 cr. hr.**

This course introduces the most important methods of management science. Topics include time series forecasting, linear programming, sensitivity analysis, optimal distribution, scheduling, and waiting line analysis. Business applications and extensive use of microcomputer decision support software are an integral part of the course.

**Prerequisite:** DECS B601.

## DECS B893      Special Topics in Decision Science

**3 cr. hrs.**

Topics in decision sciences presented by seminar members. Emphasis would be on individual studies and research of decision science with the functional areas of management.

## DECS B899      Tutorial in Decision Science

**3 cr. hrs.**

*Prerequisites: Permission of faculty member and graduate director and a 3.0 cumulative grade point average.*

## ECONOMICS

**ECON B601    The Economics of Markets, Organizations, and Governments    2 cr. hrs.**

The purpose of this course is to develop an understanding of the microeconomic analysis of the coordination of human actions through markets, organizations, and governments. Topics include opportunity costs, demand, supply, prices, transaction costs, taxes, and trade policy.

## ECON B602 Business Cycles

1 cr. hr.

The purpose of this course is to develop an understanding of the macroeconomic consequences of the systematic discoordination of humans' actions, and the nature and causes of business cycles. Topics include Classical, Keynesian, Monetarist, Real Business Cycle, and Austrian theories and international business cycles.

*Prerequisite: ECON B601.*

**ECON B700     Managerial Economics**

**3 cr. hrs.**

Application of economic theory in the context of the firm is examined. The role of economics in the decision-making process and in forecasting and planning are considered.

## ECON B810 International Economics

**3 cr. hrs.**

The theory and practice of international economics and financial relations are studied as well as their role in the search for stability and growth.

## ECON B815 Pricing Strategies

**3 cr. hrs.**

Pricing is one of the most important decision areas in business. Pricing is also a very complex and difficult decision. This course will focus on the role of pricing in business and marketing strategy and on how to price effectively. Consideration will be given to analyzing and influencing the environment within which pricing decisions are made and to the roles of organizational objectives, demand, costs, competition, and legal and ethical constraints in determining price

*Prerequisites: ECON B601 and MKT B601.*

**ECON B893 Special Topics in Economics****3 cr. hrs.**

Selected problems and topics are examined.

**ECON B899 Tutorial in Economics****3 cr. hrs.***Prerequisites: Permission of faculty member and graduate director and a 3.0 cumulative grade point average in graduate work.*

## **FINANCE**

**FIN B601 Principles of Financial Analysis and Management****2 cr. hrs.**

This course introduces the principles of financial analysis and management of a business. Students learn how to think in terms of the present values of alternatives so that they can choose the proper course of action to follow. The effects of time and uncertainty on business decisions, especially in the selection of assets and the raising of funds for asset purchases, are studied. Students learn how the unencumbered system of financial markets and firms allocates scarce resources to benefit consumers. Analysis of alternative courses of action in terms of a system of cash flows is covered.

*Prerequisite: ACCT B601.***FIN B800 Management of Financial Institutions****3 cr. hrs.**

Analyzes the problems and opportunities inherent in the management and policymaking decisions of financial institution managers. Concentration is on the major asset and liability management problems of commercial bank and savings and loan executives.

**FIN B805 Investments****3 cr. hrs.**

The course primarily analyzes the range of investment possibilities and their risk-return characteristics. Also, the techniques for selecting, timing and diversification decisions are studied in depth.

**FIN B810 International Finance****3 cr. hrs.**

Foreign exchange and investment problems are studied intensively.

**FIN B815 Real Estate Investment****3 cr. hrs.**

Real Estate investment in income producing properties. Emphasis is on evaluating the three primary benefits of real estate investment –cash flow, tax shelter and appreciation.

**FIN B893 Special Topics in Finance****3 cr. hrs.**

Selected topics are examined.

**FIN B899 Tutorial in Finance****3 cr. hrs.***Prerequisites: Permission of faculty member and graduate director and a 3.0 cumulative grade point average*

## **MANAGEMENT**

**MGT B601 Management and Organizational Behavior****2 cr. hrs.**

This course assists students in becoming effective organizational members and managers. We explore ways of how to understand individual, impersonal, and group behavior within organizations, as well as the interplay of human, technological, and structural factors.



**MGT B611      Operations Management****2 cr. hrs.**

This course studies the planning, implementing, and monitoring of an operations system for continuous improvement. The course goal is to provide a better understanding of how managers can develop and manage high performance operations. The important issues involved in designing and managing the integrative system that transforms resources into goods and services satisfying customers' needs are addressed. The participants' ability to utilize the organization's technical and human resources effectively and efficiently are developed.

**MGT B621      Introduction to Management Information Systems****2 cr. hrs.**

The student is introduced to the organization and uses of data and computer information systems in business, especially as they relate to management. The student will gain hands-on experience through the use of spreadsheet, database, and word processing applications to solve representative management problems and write reports.

**MGT B701      Leadership and Interpersonal Relations****3 cr. hrs.**

This course examines the human dimension of organizations, including communications, motivation, and leadership. Negotiation techniques are covered as part of the leadership process. Written and oral presentations are studied and developed.

*Prerequisite: MGT B601*

**MGT B805      Human Resource Management****3 cr. hrs.**

Prerequisites: Concepts, theories, and practices concerned with managing human resources within organizations. Emphasizes the responsibilities of all managers for the human resources in their organizations.

**MGT B810      Seminar in Labor Relations****3 cr. hrs.**

This course studies the practice of labor/management relations primarily in the context of union environment, although some attention is given to the non-union firm particularly preventing unionization. Topics include legal framework, organizing campaigns, collective bargaining, impasse resolution, union/management security and grievance administration. Emphasis is placed on current legislation working with unions, economic factors, developing a collective bargaining agreement, living with a contract and grievance resolution.

**MGT B815      Cross-cultural Management Negotiations****3 cr. hrs.**

Planning, organizing, controlling and coordinating resources across the borders and cultures. Development by cross-cultural negotiation and interpersonal skills. Conflict resolution and motivational exercises.

*Prerequisite: BA B711.*

**MGT B893      Special Topics in Management****3 cr. hrs.**

Selected topics are examined.

**MGT B899      Tutorial in Management****3 cr. hrs.**

Prerequisites: Permission of faculty member and a graduate director and a 3.0 cumulative grade point average.

## **MARKETING**

**MKT B601      Marketing Management****2 cr. hrs.**

This course acquaints the student with the nature and scope of modern marketing management and strategy. It outlines the areas in which decisions are made in developing marketing plans and implementing marketing activities at all levels of production and distribution.

**MKT B705 Strategic Market Planning 3 cr. hrs.**

This course will seek to develop awareness for strategic market planning by concentrating on three major areas of analysis: analytical prerequisites for planning, formal strategic planning methods, and creative and managerial aspects of planning. The course will develop and sharpen managerial and decision-making skills utilizing real world cases.

**MKT B710 Advanced Consumer Behavior 3 cr. hrs.**

This course is designed to familiarize the students with theories of consumer behavior as they relate to marketing strategy. Realistic cases will be an integral part of this course with the function of developing the student's decision-making skills.

**MKT B800 International Marketing 3 cr. hrs.**

Significant similarities and differences in marketing problems in countries other than the United States are explored and analyzed. In addition to several cases, principles of the managerial and behavioral sciences are examined for potential application in specific countries.

**MKT B893 Special Topics in Marketing 3 cr. hrs.**

Selected topics in marketing are examined.

**MKT B899 Tutorial in Marketing 3 cr. hrs.**

*Prerequisites: Permission of faculty member and graduate director and a 3.0 cumulative grade point average.*

## **LEGAL STUDIES**

**LGST B893 Special Topics in Legal Studies 3 cr. hrs.**

Selected topics are examined.

**LGST B899 Tutorial in Legal Studies 3 cr. hrs.**

*Prerequisites: Permission of faculty member and graduate director and a 3.0 cumulative grade point average.*

## **SOCIAL ISSUES IN ADMINISTRATION**

**SIAD B805 Business Ethics 3 cr. hrs.**

The purpose of this course is to explore the meaning of business ethics and discuss the relevance of ethics to management decision making. Ethical theories and concepts such as justice, rights, equality and responsibility will be examined at the beginning of the course. Then specific ethical problems facing the business organization and its relationship to employees, consumers, and society will be discussed.

**SIAD B810 Management of Environmental Issues 3 cr. hrs.**

The course will deal with environmental issues from a management perspective by focusing on how environmental issues impact the cooperation and on policy responses of corporations to these issues. Global issues such as ozone depletion, acid rain, and the greenhouse effect will be covered, as well as the more traditional issues of air and water pollution, pesticide usage, and hazardous waste disposal and cleanup. The importance of these issues to the corporation and society will be stressed.

**SIAD B893 Special Topics in Social Issues 3 cr. hrs.**

Selected topics in social issues will be examined.

**SIAD B899 Tutorial in Social Issues 3 cr. hrs.**

*Prerequisites: Permission of faculty member and graduate director and a 3.0 cumulative grade point average.*

## **QUALITY MANAGEMENT**

(The following courses are open only to students admitted to the master of quality management program.)

### **QMGMT 600      Quality Management      6 cr. hrs.**

This course is a study of the total quality cycle, starting with the definition of customer needs and wants and progressing through all of the steps to final customer satisfaction. The relevance and applicability of these concepts to the service industry in such places as hospitals, banks, insurance companies and hotels, in addition to manufacturing establishments, will be reviewed and analyzed. This course will help the student understand how the technical disciplines of the quality function are key to global competitiveness in the 1990s and will provide the basis for Total Quality Management.

### **QMGMT 610      Philosophies of Quality Management      6 cr. hrs.**

Concepts of quality improvement as developed by Crosby, Deming, Ishikawa, Juran, Shewhart, Taguchi and others will be covered in depth with readings of original works of many of these principle proponents of quality management. Concepts of achieving company-wide quality control, integrated quality control, total quality management, and continuous quality improvement are the bases for this course. Recent developments in quality management theories will be studied. The student will learn to distinguish the similarities and differences between philosophies, approaches and tools and be able to design and implement a process that will best serve the needs of the individual company.

### **QMGMT 620      Statistical Analysis for Quality Management      6 cr. hrs.**

A study of acceptance sampling, process control, and process improvement. Included will be the development of operating characteristic curves, use of standard sampling, use of and interpretation of control charts for attributes and variables, process capability analysis and design, and analysis of process improvement projects utilizing the analysis of means for attributes and variables. Computer application of these tools will be covered as a way of supporting learning and application. This course will assist the student to design and implement a proactive quantitative analytical process designed to reduce the "management stress factors" that have caused many companies to lose their competitive edge.

### **QMGMT 630      Strategies for Quality Management      6 cr. hrs.**

This course will cover the quality management tools and philosophies needed to achieve world-class quality products or services. It will integrate quality strategies with business strategies to implement quality performance. Discussions will focus on the definition of consumer needs and wants and the true cost of quality. Tools such as Quality Function Development and Taguchi (On-line and Off-line) Quality will be covered as a means for designing into the product/service definition and into the design and development of processes. The student will learn to develop a quality system as a key ingredient in a corporate strategic plan that enhances profitability through problem prevention and rapid problem detection. At the completion of the course, the student will be able to develop a process that integrates quality, productivity, cost, and consumer awareness with the overall business plan of the corporation.

**QMG710 Quality Assurance in Regulated and Non-regulated Industries 6 cr. hrs.**  
Regulatory agencies, such as the Food and Drug Administration, have established quality assurance requirements, usually the result of the U.S. Code and the Code of Federal Regulations. Both of these sets of documents will be studied, along with the concept of how to effectively design, develop, document, implement and maintain a compliance program. A review of the process for the creation of government regulations and military and industry consensus standards (ANSI and ISO) will be made and specific standards will be dissected, reviewed and compared to each other through matrix comparison analyses. Particular study of the ISO 9000 series will be made because of its global implications for all companies. At the completion of this course, the student will be able to critically analyze codes, regulations, and standards and be capable of designing a process that complies with and exceeds these requirements, as part of a cost-effective company-wide quality process.

**QMG720 Quality Auditing as a Management Function 6 cr. hrs.**  
All aspects of internal and external auditing (including manual, system, process and product audits) and the concepts of surveys, surveillance, and operational audits will be covered. Domestic and international standards for auditing and certification of auditors (assessors) will be studied in depth. The concepts of the Japanese Management Audit (or Presidential Audit) will be studied and adapted to the western world by integrating "Management by Walking Around" with the discipline of "quality audits" to result in "Disciplined Management by Walking Around." At the completion of this course, the student will be able to prepare, perform and document all forms of quality audits, including management audits.

**QMG750 Statistical Inference and the Design of Experiments 6 cr. hrs.**  
Statistical tools for the design and analysis of experiments, including statistical inference (for example,  $t$  and  $X^2$  tests) analysis of variance, and regression analysis will be studied. Computer application of these tools will be covered as a way to enhance learning and application. Comparison of Box, Taguchi, Ott, Diamond and other experimental design approaches will be studied. Computer applications will be studied. At the completion of this course, the student will be able to design and analyze economical, multilevel, multi-factor experiments for designing and improving the quality of products and services.

**QMG760 System Design Reliability 6 cr. hrs.**  
This course provides training and experience in analyzing system performance. Both classical and Bayesian reliability analysis techniques are developed and demonstrated. Other topics include risk analysis, failure mode, effects and criticality analysis, fault-tree construction and analysis, availability, empirical Bayesian reliability analysis, human factors in reliability analysis, reliability databases, and analytical software for analyzing system performance. Real world case studies are used to illustrate the various analytical methods and computer applications are studied. At the completion of this course, the student will be able to perform a systems analysis utilizing the tools described above.



# EDUCATION

*CHAIR:* Jane C. Chauvin, Ph.D.

*PROFESSOR:* Jane C. Chauvin

*ASSOCIATE PROFESSORS:* Barbara Herlihy, Justin E. Levitov, Janet G. Melancon,  
Paul V. Murray

*ASSISTANT PROFESSORS:* Marcia M. Abide, Margaret M. Dermody

*EXTRAORDINARY FACULTY:*

*INSTRUCTOR:* Florence P. Rivette

The Department of Education offers advanced courses leading to the master of science degree in elementary education, secondary education, counseling and reading. Courses are available for state certification in all these areas as well as counselor licensure.

## ADMISSION TO THE GRADUATE PROGRAM

Admission to the degree program requires a bachelor's degree from a regionally accredited college or university. Acceptance is based on a combination of criteria: 1) GPA accumulated during the last 60 hours of undergraduate work; 2) standardized test results (the Miller Analogy Test or Graduate Record Examination); 3) written recommendations; 4) admission interview and 5) writing sample.

## DEGREE CANDIDACY

Upon completion of not less than 12 nor more than 15 graduate credit hours, including graduate core, the graduate student must apply for degree candidacy. A student must receive a B or better in the three core courses. If a student does not attain an overall GPA of 3.0, he/she will not be admitted to candidacy. Students not admitted to candidacy will be informed of their deficiencies, which must be removed within one semester. The student must reapply for degree candidacy by the end of the probationary semester.

## DEGREE REQUIREMENTS

All candidates are required to complete at least 33 credit hours of graduate work to receive the degree. Programs vary in the credit hours required above this number. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the 33-hour requirement, but is used in determining the grade point average.

A degree candidate whose cumulative grade point average falls below 3.0 will automatically be placed on probation and his or her status will be reviewed by the Graduate Committee of the Education Department.

In the areas of counseling, reading and secondary education a comprehensive written examination covering the student's major area and graduate core must be passed upon completion of course work. The examinations are scheduled in November, April and July. Within the first four weeks of the semester in which the degree candidate is to graduate, he or she must file an application to take the comprehensive examination. (This is usually the last semester in which he or she is enrolled in courses.) If performance on the comprehensive examination is not satisfactory, the candidate will be required to reschedule an examination no sooner than the time regularly scheduled for the next comprehensive examination. The

Graduate Committee of the Education Department may elect to require an oral examination in addition to or in lieu of a second written examination.

## COURSE PROGRAM

The student's course of study is planned in collaboration with the major area advisor. A minimum of 18 hours must be completed in one specific area. The areas of concentration include counseling, administration, reading, elementary education and secondary education.

**All students must take the following graduate core courses in the beginning of their programs:**

EDGR A702 Methods of Educational Research

EDGR A703 Statistics in Education

and

EDGR A705 Philosophy and Education

or

EDGR A706 Philosophy and Counseling (for counseling majors)

**Students are not normally allowed to transfer in core courses or required courses.** Students wishing to obtain graduate transfer credit for any other classes taken at another university must petition the Graduate Committee of the Education Department. A maximum of six hours of transfer credit will be allowed toward the degree.

All courses, including those taken in the Department of Education of Loyola University, must be more recent than seven years at the time of graduation. **Students wanting to take independent study courses must petition the department faculty at least one month before registration. Please consult program advisor for details.**

## COUNSELING<sup>1</sup>

Justin Levitov, Advisor

The Department of Education offers course work leading to the master of science in counseling. Course work may also lead to licensure in professional counseling and to Louisiana certification in school guidance and counseling consistent with guidelines published by the State Department of Education. Licensure and certification requirements are available in the education office. The department provides a curriculum for students interested in school counseling and in professional counseling in non-school settings, such as hospitals, community mental health centers, substance abuse centers and personnel departments.

Of the 18 hours required for the major, the department requires 12 hours of study in designated required courses and a minimum of six hours in recommended electives.

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<sup>1</sup> At the time of this printing a proposal is being considered to expand the counseling program to 48 semester hours. If approved, it will become effective the following semester.

### Required Courses

	Course		Cr. Hrs.
EDGR	A830	Counseling Theories	3
EDGR	A835	Counseling Practice	3
EDGR	A840	Group Counseling	3
EDGR	A865	Counseling Practicum	3

### Recommended Electives

	Course		Cr. Hrs.
EDGR	A711	Education and the World of Work	3
EDGR	A722	Advanced Child Psychology	3
		or	
EDGR	A723	Advanced Adolescent Psychology	3
EDGR	A776	Measurement and Assessment	3
EDGR	A841	Vocational Counseling	3
EDGR	A842	Consultation	3
EDGR	A845	Substance Abuse Counseling	3
EDGR	A850	Family Counseling: Concepts and Models	3
EDGR	A855	Diagnosis and Treatment	3
EDGR	A898	Research Project (with approval of advisor)	3

• At the time of this printing a proposal is being considered to expand the counseling program to 48 semester hours. If approved, it will become effective the following semester.

## ELEMENTARY EDUCATION

Janet Melancon, Advisor

Florence Rivette, Certification Advisor

The Department of Education offers course work in elementary education leading to the master of science degree. The degree program is particularly apt for elementary school teachers seeking to expand and deepen their professional expertise. Persons who have completed an undergraduate degree and are interested in becoming certified elementary teachers are asked to contact the program advisor or the certification advisor for information concerning additional course requirements.

### Required Courses

	Course		Cr. Hrs.
EDGR	A722	Advanced Child Psychology	3
EDGR	A726	Advanced Educational Psychology	3
EDGR	A771	Elementary Curriculum	3
EDGR	A773	Evaluation of Learning	3
EDGR	A790	Management of the Special Child	3
EDGR	A810	Psychology of Teaching Reading	3
EDGR	A815	Theory of Reading Difficulties	3
EDGR	A898	Research Thesis Project	3

### Recommended Electives (one course)

Any graduate level course	3
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# SECONDARY EDUCATION

Paul V. Murray, Advisor

The Department of Education offers course work leading to the master of science degree in secondary education. This program is particularly apt for junior high and high school teachers seeking to upgrade and deepen their professional expertise. **Additionally, the course sequence contains all professional education course work required for secondary state certification.** Please consult with the program/certification advisor regarding general education and teaching major requirements.

## Required Courses

	Course		Cr. Hrs.
EDGR	A723	Advanced Adolescent Psychology	3
EDGR	A726	Advanced Educational Psychology	3
EDGR	A770	Instructional Design	3
EDGR	A772	Secondary Curriculum	3
EDGR	A773	Evaluation of Learning	3

## Reading Requirement

	Course		Cr. Hrs.
Select one:			3
	EDGR A810	Psychology of Teaching Reading	
		or	
	EDGR A815	Theory of Reading Difficulties	
		or	
	EDGR A821	Remedial Techniques: Secondary Reading	
EDGR	A871	Directed Observation	1
EDGR	A897	Internship	6

(For teachers already certified at the secondary level, these 6 units are electives and can be satisfied by a variety of courses. Please consult with departmental advisors.)

# READING

Margaret M. Dermody, Advisor

The Department of Education offers course work leading to the master of science in reading. In addition, the department offers courses enabling students to qualify for Louisiana certification as a reading specialist. Requirements for certification are available in the education office.

The reading program contains 18 hours of required course work plus electives.

## Required Courses

	Course	Cr. Hrs.
EDGR	A713 Language Development	3
EDGR	A810 Psychology of Teaching Reading	3
EDGR	A811 Reading in the Content Areas	3
EDGR	A815 Theory of Reading Difficulties	3
EDGR	A821 Remedial Techniques Elementary or	
EDGR	A822 Secondary Reading	3
EDGR	A867 Practicum Reading Difficulties or	
EDGR	A868 Elementary or Secondary	3

## Recommended Electives

	Course	Cr. Hrs.
EDGR	A722 Advanced Child Psychology	3
EDGR	A723 Advanced Adolescent Psychology	3
EDGR	A770 Instructional Design	3
EDGR	A773 Evaluation of Learning	3
EDGR	A790 Management of the Special Child, Regular Classroom	3
EDGR	A898 Research Thesis Project (by permission of advisor)	3

Loyola University offers post baccalaureate alternative certification programs in elementary and secondary education. Consult the certification advisor for information.

## EDUCATION GRADUATE COURSES

**EDGR A702 Methods of Educational Research** 3 cr. hrs.  
Study of methods and techniques of educational research with emphasis on applications.

**EDGR A703 Statistics in Education** 3 cr. hrs.  
The computation, use and understanding of frequency distributions, measures of central tendency, measures of variability, normal curve, correlation and statistical inference as applied to education.

**EDGR A705 Philosophy and Education** 3 cr. hrs.  
Study of major philosophies and social movements affecting educational thought and practice.

**EDGR A706 Philosophy and Counseling** 3 cr. hrs.  
An inquiry into the relationship between major philosophies and the professional practice of counseling.

**EDGR A711 Education and the World of Work** 3 cr. hrs.  
Investigation of the relationship of education and careers. Emphasis on school norms and socialization for the work world, values, career development, leisure, economic change, career change, personal development, emerging work models.

**EDGR A713 Language Development** 3 cr. hrs.  
Study of normal, delayed and deficient language development. Diagnostic and remedial techniques for children with language disorders.

- EDGR A722    Advanced Child Psychology** **3 cr. hrs.**  
A thorough study of child behavior from birth through the elementary school age with reference to the recognition and development of personality.
- EDGR A723    Advanced Adolescent Psychology** **3 cr. hrs.**  
Advanced study of the adolescent personality and subculture. Analysis of emotional and intellectual development, basic problems and adjustments.
- EDGR A725    Developmental Psychology** **3 cr. hrs.**  
Advanced study of human development from childhood to adulthood. Topics include personality theory, childhood and adolescent subcultures, developmental theory, socialization.
- EDGR A726    Advanced Educational Psychology** **3 cr. hrs.**  
Study of the nature of learning and learning processes with emphasis on the critical examination and evaluation of selected theories of learning.
- EDGR A770    Instructional Design** **3 cr. hrs.**  
Examination and applications of systems approaches to planning, implementing and evaluating instructional procedures.
- EDGR A771    Elementary School Curriculum** **3 cr. hrs.**  
Examination of K-8 curriculum. Emphasis on philosophical, historical, psychological and socio-cultural determinants of curriculum.
- EDGR A772    Secondary School Curriculum** **3 cr. hrs.**  
Examination of 7-12 curriculum. Emphasis on philosophical, historical, psychological and socio-cultural determinants of curriculum.
- EDGR A773    Evaluation of Learning** **3 cr. hrs.**  
The purpose of this course is to introduce the graduate student to the basic assumptions upon which evaluation of learning is predicated. The course covers such topics as: history of measurement, reliability validity, test construction, standardized tests, testing systems used in school and wide use of test results.
- EDGR A776    Measurement and Assessment** **3 cr. hrs.**  
Survey of test theories and critical analysis of tests and their application in schools. Content includes validity/reliability, standardized testing, teacher-made tests, norm/criteria referencing, item analysis. Replaces Analysis of the Individual and Analysis of Elementary School Pupil.
- EDGR A781    Supervision of Student Teachers** **3 cr. hrs.**  
Analysis of the role of the resident supervising teacher in student teaching. Required for teachers interested in supervising elementary or secondary student teachers.
- EDGR A790    Management of the Special Child in the Regular Classroom** **3 cr. hrs.**  
Focus on legal requirements, nature of exceptionalities found in regular classrooms, methodologies for skill development and evaluation techniques essential for working with handicapped students.
- EDGR A810    Psychology of Teaching Reading** **3 cr. hrs.**  
A foundations course designed to explore the skills to be developed in a reading program, the grade-placement of these skills and the methods for developing efficiency in the context of selected theories of learning.

- EDGR A811 Reading in the Content Areas** **3 cr. hrs.**  
Supervised clinical experiences working with children having reading and learning difficulties in specific subject areas.
- EDGR A815 Theory of Reading Difficulties** **3 cr. hrs.**  
Course designed to give the teacher, administrator and reading specialist insight concerning problems related to reading and learning difficulties. Utilizes test data and clinical experiences.
- EDGR A821 Remedial Techniques Elementary Reading** **3 cr. hrs.**  
Methods of diagnosis and correction of reading problems, elementary level. Developmental reading problems, analysis and implementation of curriculum materials, standard and teacher-made tests.
- EDGR A822 Remedial Techniques Secondary Reading** **3 cr. hrs.**  
Methods of diagnosis and correction of reading problems, secondary level. Developmental reading problems, analysis and implementation of curriculum materials, standardized and teacher-made tests.
- EDGR A830 Counseling Theories** **3 cr. hrs.**  
Study of selected counseling theories. Replaces Principles and Administration of Guidance and Principles of Elementary School Guidance.
- EDGR A835 Counseling Practice** **3 cr. hrs.**  
Study of counseling principles, practices and techniques.
- EDGR A840 Group Counseling** **3 cr. hrs.**  
Experiential investigation of group process theory as it pertains to counseling practice.
- EDGR A841 Vocational Counseling** **3 cr. hrs.**  
Study of history, theories, research and techniques of career counseling.
- EDGR A842 Consultation** **3 cr. hrs.**  
Course is designed to develop consultative competencies with emphasis on urban, multicultural relationships.
- EDGR A845 Substance Abuse Counseling** **3 cr. hrs.**  
This course is designed to familiarize students with theories and strategies used in the treatment of substance abusers or chemically dependent clients. Course work includes a survey of the various classifications of abused substances along with information concerning the physiological effects. The course also includes methods for evaluating the relative merits of different intervention strategies.
- EDGR A850 Intro Family Counseling** **3 cr. hrs.**  
This course explores the family systems theory and presents research on the family as an open system that functions in relation to its broader sociocultural context and that evolves over the life cycle. Various techniques of family counseling are covered as well as the ethical considerations of such a model.
- EDGR A855 Diagnosis and Treatment** **3 cr. hrs.**  
The purpose of this course is to introduce the graduate student to the common diagnostic language used by mental health clinicians and researchers for communicating about the disorders for which they have professional responsibility. The course will introduce the student to the diagnostic and statistical manual for mental disorders, and will also include practice in the writing of treatment plans to accompany the various diagnostic categories.

<b>EDGR A865</b>	<b>Counseling Practicum</b>	<b>3 cr. hrs.</b>
Supervised field experience in counseling. May be repeated for a total of six hours.		
<b>EDGR A867</b>	<b>Reading Difficulties Practicum, Elementary</b>	<b>3 cr. hrs.</b>
Supervised field experience in reading instruction, secondary.		
<b>EDGR A868</b>	<b>Reading Difficulties Practicum, Secondary</b>	<b>3 cr. hrs.</b>
Supervised field experience in reading instruction, secondary level.		
<b>EDGR A870</b>	<b>Practicum General</b>	<b>3 cr. hrs.</b>
Supervised field experience.		
<b>EDGR A871</b>	<b>Directed Observation</b>	<b>1 cr. hr.</b>
Students enrolled in this course will be expected to spend 50 hours in the local school systems participating in various approved activities. These activities may include, but are not limited to: observation in the classroom, tutoring individual students, participating in field trips, working with small groups, assisting with required paper work, assisting with research activities, and some mini-teaching. Students are encouraged to work under different teachers and to gain experience in both the public and private/Catholic school sectors.		
<b>EDGR A887</b>	<b>Internship: Secondary Education</b>	<b>3 cr. hrs.</b>
<b>EDGR A895</b>	<b>Special Project</b>	<b>1-3 cr. hrs.</b>
<b>EDGR A896</b>	<b>Seminar/Workshop</b>	<b>1-3 cr. hrs.</b>
<b>EDGR A897</b>	<b>Internship: Elementary Education</b>	<b>1-3 cr. hrs.</b>
<b>EDGR A898</b>	<b>Research Project</b>	<b>1-3 cr. hrs.</b>



# MASS COMMUNICATIONS

*CHAIR:* William M. Hammel, Ph.D.      *OFFICE:* 332 Communications/Music

*PROFESSORS:* A.L. Lorenz, Raymond A. Schroth, S.J.

*ASSOCIATE PROFESSORS:* Mary I. Blue, James S. Eiseman, William M. Hammel,  
David Myers

*ASSISTANT PROFESSORS:* S.L. Alexander, Teri Kline Henley, Leslie G. Parr, J.  
Cathy Rogers

*INSTRUCTORS:* Michael L. Braden, S.J., Nancy M. Dupont, Liz Scott

## PROGRAM DESCRIPTION

The program leading to the master of arts (M.A.) in mass communications at Loyola is designed to increase the student's knowledge and understanding of the roles and functions of mass communications, the processes and effects of mass communications, the history of the mass media in the United States, and the economic structure of the media. As such, it will appeal to persons working in the communications industry, those who wish to work in that industry, and, particularly, those who wish to prepare themselves for doctoral study in communications. It will be possible for students to complete the large majority of degree requirements through evening study.

The program's most distinctive feature is its emphasis on the study of ethical practices within the mass media. The program requires that all students successfully complete a course in the ethics of the mass media. The graduate core curriculum forces the thematic consideration of ethical problems and issues, and graduate electives may include courses designed to produce ethics information resource materials for public distribution.

## PROGRAM SUMMARY

The degree program consists of 30 hours of course work and a six-hour thesis. A final written exam and a final oral exam are required.

There are three types of communications graduate courses: core, elective, and cognate. Students are required to take 15 hours of core courses. Core and elective course are offered within the communications department. Up to nine hours of cognate courses may be taken outside the communications department.

## ADMISSION

Students seeking admission to the graduate program in mass communications must have a baccalaureate degree from an accredited college or university. Applicants are required to submit for evaluation:

1. a resume with a personal statement indicating educational goals and reasons for pursuing the M.A. degree,
2. two letters of recommendation indicating academic and professional competencies,
3. transcripts of all previous college work, and
4. a recent (within the past five years) GRE score.

International applicants with degrees from non-English-speaking universities are also required to submit TOEFL scores.

Applicants may be required to successfully complete up to fifteen hours of undergraduate-level courses in communications as prerequisites before being formally admitted to the graduate program. Prerequisites will be determined on an

individual basis based on the applicant's academic record and professional communications experience. Members of the graduate faculty of the department will sit as a board to evaluate applications for admissions and to decide what prerequisites, if any, newly admitted students must complete.

Deadlines for submitting all relevant materials for evaluation are July 1 for fall semester admission and November 1 for spring semester admission.

## **COURSE REQUIREMENTS**

Each M.A. candidate must complete a minimum of 21 hours of course work within the Department of Communications. All graduate students must maintain a 3.0 grade point average in the graduate program, with no grade lower than a C.

## **CORE COURSES**

Fifteen hours of core courses are required. Core courses cover broad themes and topics in the field of mass communications. The five required core courses are:

CMMN A701	Mass Communications Theory	3 hrs.
CMMN A702	Mass Communications Research	3 hrs.
CMMN A703	Mass Communications Ethics	3 hrs.
CMMN A704	Mass Communications Law	3 hrs.
CMMN A705	Mass Communications History	3 hrs.

## **ELECTIVE COURSES**

Graduate elective courses include undergraduate/graduate cross-listings and graduate-only seminars and tutorials dealing with professional and scholarly topics in mass communications. Graduate elective courses may offer the opportunity for students to participate in the publication of informational resources for local and regional communications professionals.

M.A. candidates may satisfy up to 15 hours of degree requirements by enrolling in graduate-only elective courses offered by the Department of Communications. Non-repeatable graduate-only electives include:

CMMN A713	Mass Media and Society	3 hrs.
CMMN A714	Management of Mass Communications	3 hrs.

The following graduate-only elective courses may be repeated for credit, with the permission of the graduate adviser:

CMMN A894	Experimental Course	1-3 hrs., may be repeated
CMMN A896	Seminar/Workshop	1-3 hrs., may be repeated
CMMN A899	Independent Study	1-3 hrs., may be repeated

Students in CMMN A896 will normally contribute to the production of print (or other) materials designed to introduce mass media professionals to the study of ethics. These printed materials might include newsletters reviewing important books in the field and/or scholarly compilations of ethics research and comment. Participation in workshops, practica, or other activities promoting discussion and analysis of professional ethics is an important part of the graduate-only elective requirement.

All senior-level undergraduate courses (CMMN A402-A480) within the Department of Communications may be taken—in more rigorous form—for graduate credit, insofar as these undergraduate courses are distinct from graduate course offerings. However, no more than nine hours of undergraduate/graduate cross-listed courses may apply toward the M.A. degree in communications. Graduate students will be expected to do additional work and will be held to a higher standard of performance than undergraduates in these cross-listed courses.



## **COGNATE COURSES**

Each M.A. candidate may complete up to nine hours of graduate-level course work in a cognate area outside the Department of Communications. Cognate courses are selected in consultation with the graduate adviser and with permission of the offering unit and might be chosen from graduate offerings at Loyola University such as religious studies, education, law, business or music.

Demonstrated proficiency in a language other than the student[s] native language gains three hours of credit in the cognate course category. This proficiency will normally be demonstrated through satisfactory performance on the appropriate GRE foreign language exam (or its approved equivalent).

## **TRANSFER CREDIT**

Students may transfer up to six hours of graduate-level courses toward the master's degree at Loyola, with the approval of the department chair. Transfer courses will not normally fulfill core course requirements, but may be credited toward elective or cognate requirements, as determined by the chair. Transfer credits earned more than five years prior to enrollment—or more than six years prior to formal admission to M.A. degree candidacy—will ordinarily not be considered.

## **JOINT DEGREE PROGRAM**

The Department of Communications has established a joint degree program with Loyola's School of Law.

Applicants to the MA/JD program must apply separately and be admitted separately to each graduate program. Upon acceptance, M.A. candidates may apply nine hours of course work in the Juris Doctor program toward the completion of the master of arts degree. Nine hours of graduate work in the Department of Communications may likewise be applied toward the completion of the Juris Doctor degree.

## **M.A. DEGREE CANDIDACY**

Degree candidacy is an intermediate status in the normal progress for a graduate degree. Graduate students may gain full and formal admission to the graduate program—and become M.A. candidates—after satisfying any undergraduate deficiencies and successfully completing 12 graduate credit hours (with at least nine hours in the communications core curriculum). Students must undergo evaluation for degree candidacy at the completion of 18 graduate credit hours (with at least nine hours in the communications core curriculum). At this point, the graduate program committee of the Department of Communications will evaluate the student's courses and grades to determine whether to grant the student M.A. degree candidacy. Graduate students without a 3.0 grade point average will not be granted M.A. candidacy. Only M.A. degree candidates are assigned thesis advisors, and only M.A. degree candidates are eligible to register for thesis hours.

M.A. degree candidates must complete the degree no later than six years after their formal admission as candidates.

## **FINAL WRITTEN EXAMINATIONS AND ORAL EXAMINATIONS**

At the completion of all course work, all M.A. candidates are required to pass a written examination demonstrating knowledge of the required graduate core curriculum topics. This exam will be based on a reading list composed of both required and supplemental texts for the core curriculum courses.

At the completion of the thesis, all M.A. candidates are required to pass an oral examination based on the content of the thesis.

## THESIS

An M.A. candidate may register for three hours of thesis—CMMN A898/Research Project—during the semester after the completion of 12 hours in the degree program, with at least nine of these hours in the graduate core curriculum. Students are not allowed to register for thesis hours without being formally admitted as M.A. candidates.

General requirements and deadlines for the thesis are determined by the Department of Communications. These requirements include the selection of a three-member graduate committee to direct, review and evaluate the candidate's thesis. Specific requirements for the thesis are determined in consultation with the candidate's graduate adviser and the candidate's graduate committee.

## MASS COMMUNICATIONS GRADUATE COURSES

### **CMMN A701 Mass Communications Theory**

**3 cr. hrs.**

This course is a survey of theories and perspectives guiding the study of mass communications in the 20th century. Topics include the development of scientific theory and the theoretical basis for the differences between administrative and critical communications research.

*Prerequisite:* Admission to graduate study. Undergraduate course in communications theory.

### **CMMN A702 Mass Communications Research**

**3 cr. hrs.**

An introduction to the basic methods and materials required by a variety of mass communications research techniques at the graduate and professional level.

*Prerequisite:* Admission to graduate study. Undergraduate course in research methods.

### **CMMN A703 Mass Communications Ethics**

**3 cr. hrs.**

The course focuses on moral character, social values and professional practices within the field of mass communications and in the relationship of the media to other societal institutions.

*Prerequisite:* Admission to graduate study. Undergraduate course in ethics.

### **CMMN A704 Mass Communications Law**

**3 cr. hrs.**

The relationship between the mass media and all levels of government— federal, state, and local—in the United States. It will deal with laws directly affecting mass media as well as expressions of public policy through such agencies as the FTC, FCC, etc. Of necessity, it will pay special attention to the tension between such law and regulation and the First Amendment.

*Prerequisites:* Admission to graduate study. An undergraduate course, at least part of which deals with the history of regulation in the United States.

### **CMMN A705 Mass Communications History**

**3 cr. hrs.**

History of important events, technologies and figures in the development of mass media in the United States.

*Prerequisite:* Admission to graduate study.

### **CMMN A713 Mass Media and Society**

**3 cr. hrs.**

This course will summarize, evaluate and examine the social aspects of our system of mass communications; how they are related to people's opportunities and activities, to their hopes and attitudes about the world around them and to their ideas about themselves.

*Prerequisites:* CMMN A701 or permission of instructor.

**CMMN A714 Management of Mass Communications** 3 cr. hrs.  
 This course will provide a comprehensive background in media-oriented management theory and practice.  
*Prerequisites: CMMN A701, A702; or permission of instructor.*

<b>CMMN A894</b>	<b>Experimental Course</b>	<b>1-3 cr. hrs., may be repeated</b>
<b>CMMN A895</b>	<b>Special Project</b>	<b>1-6 cr. hrs. may be repeated</b>
<b>CMMN A896</b>	<b>Seminar/Workshop</b>	<b>1-3 cr. hrs., may be repeated</b>
<b>CMMN A898</b>	<b>Research Project</b>	<b>1-6 cr. hrs., may be repeated</b>
<b>CMMN A899</b>	<b>Independent Study</b>	<b>1-3 cr. hrs., may be repeated</b>



# MATHEMATICS AND COMPUTER SCIENCE

*CHAIR:* Bogdan Czejdo, Ph.D.

*OFFICE:* 540 Monroe Hall

*PROFESSORS:* Bogdan Czejdo, Antonio Lopez, Jr., A. Duane Randall

*ASSOCIATE PROFESSORS:* Michael R. Kelly, Kenneth C. Messa, Katarzyna Saxton, Stephen M. Scariano, Ralph P. Tucci

*ADJUNCT ASSOCIATE PROFESSOR:* Janet G. Melancon

*ASSISTANT PROFESSORS:* Maria E. Calzada, Xuefung Li, Jonathan E. Shick

The graduate program in mathematics is designed for experienced teachers who will have already had the formal methods and teaching pedagogy courses, and who wish to improve their subject matter knowledge in mathematics. This graduate program leads to a master of science in teaching (MST) degree in mathematics. The courses of the MST program were designed around the needs of the professional educator for learning about new methods and technologies in teaching. Thus each course, to a varying degree, has modules of such classroom approaches integrated throughout the presentation of the subject matter.

## ADMISSION TO CANDIDACY

Any student who has a bachelor's degree from a recognized institution and has undergraduate training in mathematics or related area may qualify for the master of science in teaching degree. The adequacy of undergraduate training will be determined by the Graduate Faculty Board of the department. An applicant for the program must be accepted by the university as graduate student. Furthermore, an applicant must also submit to the chair of the department the following items: (1) documentation of previous coursework, (2) courses currently being taught, (3) letter(s) of recommendation from an immediate supervisor and/or school principal, and (4) a personal statement as to why entrance into the program is desired. All of this information will be presented to the Graduate Faculty Board of the department.

## GRADUATE REQUIREMENTS

A candidate is eligible for the degree when 30 credit hours of graduate courses in the major field have been taken with at least a 3.00 average. Of these hours, at least the last 18 hours in the major field must be taken at Loyola University. The degree program has major elective hours.

Required courses for an MST in Mathematics are: MATH A701, A702, A713, A725, A726 and A731.

## MATHEMATICS GRADUATE COURSES

**MATH A701 Foundations of Mathematics**

**3 cr. hrs.**

Topics include mathematical logic and the axiomatic methods, finite and infinite sets, countability and cardinality, the continuum hypothesis and transfinite cardinal arithmetic, well-ordered sets and ordinal numbers, intuitionism, formalism, and the axiom of choice.

**MATH A702 Linear Algebra and Matrix Theory** 3 cr. hrs.  
Topics include systems of linear equations and their solution, matrix development and use in modeling vector spaces, bases, dimension, linear transformations, determinants, eigenvalue and eigenvectors.  
*Prerequisite: MATH A701.*

**MATH A711 Computational Matrix Theory** 3 cr. hrs.  
Topics include matrix algebra, computer storage and manipulation of matrices, algorithms for computing determinants and solutions of systems of linear equations such as Gauss and Gauss-Seidel, linear programming models.  
*Prerequisite: MATH A701.*

**MATH A712 Application Oriented Algebra** 3 cr. hrs.  
Topics include logic calculus vs. logic algebra, set calculus vs. set algebra, relations, digraphs, lattices, injective, surjective and bijective mappings, construction of permutation and cyclic structures.

**MATH A713 Abstract Algebra Theory** 3 cr. hrs.  
Topics include the discrete structures of finite groups, rings and fields, isomorphic mappings, Sylow Theorems, modules, field extensions.  
*Prerequisite: MATH A702.*

**MATH A725 Introduction to Analysis I** 3 cr. hrs.  
Topics include rectangular coordinates, functions, continuity, limits, derivatives, maxima and minima, integrals and the fundamental theorem of calculus.

**MATH A726 Analysis II** 3 cr. hrs.  
Continuation of Introduction to Analysis I. Techniques of integration, applications of finding volumes of revolution, arc length and surface area, exponential growth and decay, and indeterminate forms.  
*Prerequisite: MATH A725.*

**MATH A727 Analysis III** 3 cr. hrs.  
Differentiation of multiple variable functions, parametric equations, cylindrical and spherical coordinates, multiple integration, line and surface integrals, Lagrange multipliers, and an introduction to vector fields.  
*Prerequisite: MATH A702, A726.*

**MATH A728 Analysis IV** 3 cr. hrs.  
Indeterminate forms, convergence of sequence and series, Taylor's Theorem, and fundamental methods of solving elementary ordinary differential equations, which includes exact and series solutions.  
*Prerequisite: MATH A726.*

**MATH A731 Foundations of Geometry** 3 cr. hrs.  
Topics include parallel postulates, Euclidean plane and solid geometry, non-Euclidean hyperbolic and elliptic geometry, Hilbert's Axioms and trigonometric implications.

**MATH A733 Probability and Statistics** 3 cr. hrs.  
Topics include probability from a set theoretic point of view, Bayes' Theorem, the law of large numbers, discrete and continuous probability distributions, measures of central tendency and variability, estimators, hypothesis testing.  
*Prerequisite: MATH A725.*

**MATH A735 Number Theory****3 cr. hrs.**

Foundation concepts in the natural numbers including classic theory of primes, congruences, and various works and conjectures of Gauss, Euler, and Fermat.

*Prerequisite:* MATH A702.

**MATH A737 Complex Analysis****3 cr. hrs.**

Complex numbers, complex algebra, geometric representations, Cauchy-Riemann equations, analytic functions, singularities, residues, complex series, and the Cauchy Integral Formula.

*Prerequisite:* MATH A727, A728.

**MATH A739 Applied Mathematical Models****3 cr. hrs.**

A model approach to applications is used to study various applied topics from physics, engineering, business, social sciences, and other application areas.

*Prerequisite:* MATH A727, A728.

**MATH A793 Special Topics****ARR**

The graduate faculty may offer current topics of import to the mathematics teaching field when sufficient demand is exhibited.





# MUSIC

*DEAN AND GRADUATE CHAIR:* David P. Swanzy, Ph. D.

*ASSOCIATE DEAN:* Anthony A. Decuir, Ph.D.

*PROFESSORS:* L. Dean Angeles, Anthony Decuir, Philip Frohnmayer, Joseph Hebert, John Murphy, David Swanzy, Janet Swanzy

*ASSOCIATE PROFESSORS:* Richard Greene, Sanford Hinderlie, William Horne, John Mahoney, H. Jac McCracken, Harry McMurray, Mary Sue Morrow

*ASSISTANT PROFESSORS:* Darlene Brooks, Tony Dagradi, Stephen Edwards, Gwen Hotchkiss, Allen Nisbet

The College of Music offers three graduate degrees: the master of music in performance (voice, piano, organ, woodwind, brass, percussion or stringed instruments); the master of music education; and the master of music therapy.

The degree, master of music in performance, is designed for students who wish to become professional performers or who wish to teach applied music at an advanced level.

The master of music education degree is designed primarily for active members of the elementary or secondary teaching professions who wish to enhance their professional and artistic preparation. The intent of the degree is the overall development of academic and leadership capabilities.

The music therapy department offers a program of graduate study designed to provide opportunity to achieve advanced professional, research and musical knowledge. In addition, techniques of scholarly writing and research are emphasized.

## ADMISSION

In addition to university requirements for admission, the College of Music requires an appropriate undergraduate music degree with a GPA of 3.0 or higher and a performance audition (live or taped) for matriculation in the college. The required performance level may vary according to the degree program (MM, MME or MMT) specified by the applicant. Those applicants whose undergraduate GPA is below 3.0, or whose undergraduate major was not in music, may be admitted conditionally. This especially applies to students who have considerable work experience in the field of music. Students given conditional admission must achieve a 3.0 GPA in their first nine hours of non-remedial graduate music course work.

All MM and MME students must take placement exams in music history and music theory to ensure an adequate foundation in these disciplines before graduate study is begun. Depending on the results of these tests, students may be required to enroll in three credit hours of remedial music history (MUHL 700) and/or three credit hours of remedial music theory (MUTH 700); these courses will not count toward the degree. Remedial courses should be passed with a B or better or must be repeated. The exams should be taken prior to the first semester of enrollment. Without permission from the dean, students may not enroll in any graduate theory or history course until they have taken the exams and remedied any deficiencies.

Seminar in Research (MUGN 701) is normally taken during the first semester of enrollment. Students should not register for a graduate music history course unless they are enrolled in or have already completed Seminar in Research.

## **ADMISSION TO CANDIDACY**

Students must petition the College of Music Graduate/Curriculum Committee for admission to candidacy after the following degree program requirements have been met:

### **Master of Music and Master of Music Education**

- a. Completion of 9 credit hours of non-remedial graduate coursework with a minimum grade point average of 3.0.
- b. Completion of remedial courses required as a result of the theory and history entrance examinations.
- c. Completion of Seminar in Research (MUGR A701) with a grade of B or higher.

### **Master of Music Therapy**

- a. Completion of 9 credit hours of non-remedial graduate coursework with a minimum grade point average of 3.0.
- b. Successful completion of a functional music proficiency examination administered by the music therapy faculty.
- c. Completion of Seminar in Research (MUTY A701) with a grade of B or higher.

## **COMPREHENSIVE EXAMINATIONS**

Comprehensive written and oral exams (MM and MME students) will be taken during or after the final semester of course work. The written exam, which is graded pass-fail, will cover the student's major area, music history and theory. The student must pass two areas (three attempts allowed) before proceeding to the oral exam, which must be scheduled at least one week after the written exam.

The oral exam, which lasts from one and a half to two hours, will address any problems identified in the written exams and test the student's ability to synthesize knowledge in the various areas. If at least two members of the committee vote for a pass, the student may proceed with any remaining requirements for graduation. However, if two members deem the student's performance to be inadequate, the student will be informed of the areas of weakness and will be allowed to schedule a re-examination. If the student fails the re-examination, course remediation may be required prior to further re-examination.

Students enrolled in the MMT degree program should consult with the chair of the music therapy department for specific requirements regarding comprehensive examinations.

## **GRADUATE COMMITTEE AND GRADUATION**

For purposes of administering comprehensive exams (MM and MME students), a graduate committee will be selected for each student and consist of the following members:

- a. The student's applied teacher or the area coordinator.
- b. Instructor of Seminar in Research (MUGN 701).
- c. One member of the faculty, to be requested by the student.
- d. Dean or associate dean (ex officio).

The student should notify the dean or associate dean of his or her preference for the selected faculty member (c. above) early in the final term of enrollment. After a review of faculty load, the dean or associate dean will assign the committee and notify the student.

A minimum GPA of 3.0 is required for graduation.

## RESIDENCE

Graduate degrees offered by the College of Music require a minimum of one semester, or its equivalent in summer terms, as a full-time student. Ordinarily, two summer terms will be interpreted as meeting this minimum requirement. A student may enroll for a maximum of 16 credit hours during the regular terms and a maximum of 12 credit hours during the two terms (10 weeks) of a summer session. A full-time teacher who wishes to take courses during a regular term may enroll for a maximum of six hours per term.

## MASTER OF MUSIC

The master of music in performance consists of a minimum of 32 credit hours in advanced and graduate courses.

### MM Curriculum

Minimums: (cr. hrs.)

I. Applied Study .....	11
—required:	
Recital 3 .....	
II. Music Courses .....	15
—required:	
Music History 6 <sup>1</sup>	
Music Theory 3 <sup>2</sup>	
Seminar in Research 3	
III. Electives <sup>3</sup> , including ensemble credits and any university graduate courses .....	6
Total minimum: .....	32
IV. The candidate must successfully complete written and oral comprehensive exams.	

## MASTER OF MUSIC—CHURCH MUSIC TRACK

In addition to the requirements for the master of music, the following courses serve as substitutes or electives in the master of music—church music track.

### I. Applied Study

MUPR M810 Recital .....	3*
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\*Service Recital

For the church music track, the recital will be a service recital. The service recital will take the form of a liturgy or para-liturgy which allows the student to demonstrate an appropriate understanding of the role of music in Christian worship through

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- <sup>1</sup> According to the results of the entrance test, specific music history period courses may be required. In addition, three credit hours of remedial music history with a B or better may be required prior to enrollment in any graduate music history course.
  - <sup>2</sup> Composition will not fulfill this requirement. Depending on the results of the placement test, one remedial course with a B or better may be required prior to enrollment in any graduate theory course.
  - <sup>3</sup> If approved by the student's advisor, six credit hours of non- music, undergraduate level courses may be acceptable, e.g. additional foreign language study for voice majors.

designing, planning, preparing and performing in the project. The service recital must be designed so that the student performs in a significant capacity at an appropriate level of skill.

## **II. Music Courses**

MUHL M811 Chant, Hymnody and Psalmody .....	3
MUPR M734 Graduate Music and Liturgy: An Introduction to Church Music .....	3

## **III. Electives**

The following courses may be included:

MUPR M711 Advanced Choral Conducting .....	3
RELS A800-816 Religious Studies Elective.....	3
MUPR M817-819 Ensembles (may count in I above) .....	2

## **IV. Prior to admission to candidacy (after nine hours of graduate credit), the student must pass functional proficiency exams in singing, organ and conducting.**

# **MASTER OF MUSIC EDUCATION**

The candidate for the Master of Music Education degree will select one of the three degree tracks defined below.

**Track I**—This program is designed for students who are interested in research and are considering doctoral study. The program requires a total of 30 credit hours, six of which are Thesis. An oral examination in defense of the thesis as well as written and oral comprehensive examinations are required.

**Track II**—This program is designed for students who have strong ability in and who wish to emphasize performance. Requirements are fulfilled by 33 credit hours of coursework, three credit hours of which are for Graduate Recital. The candidate must successfully complete written and oral comprehensive examinations.

**Track III**—This program affords the candidate the opportunity to fulfill degree requirements by completing 36 credit hours of coursework followed by written and oral examinations.

MME Curricula:		Track I	Track II	Track III
		Minimums:	Minimums:	Minimums:
		(cr. hrs.)	(cr. hrs.)	(cr. hrs.)
I.	Music Education.....	9	9	9
	-required:			
	Foundations of Music Education	3		
	Contemporary Issues in Music Education	3		
II.	Music Courses (MUTH, MUGN and MUHL offerings) .....	9	9	12
	—required:			
	Seminar in Research	3		
	Music History	3 <sup>1</sup>		
	Music Theory	3 <sup>2</sup>		
III.	Education.....	3	3	3
IV.	Electives <sup>3</sup> (to be selected from MUED, MUGN, MUPR, or MUPD offerings) .....	3	9	12
V.	Recital .....	0	3	0
VI.	Thesis.....	6	0	0
		<hr/>	<hr/>	<hr/>
	Total Minimums:	30	33	36

The choice of the appropriate track for individual students will be determined by students in consultation with their advisors. This choice must be made prior to admission to degree candidacy.

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- <sup>1</sup> According to the results of the entrance test, specific music history period courses may be required. In addition, three credit hours of remedial music history with a B or better may be required prior to enrollment in any graduate music history course.
  - <sup>2</sup> Composition will not fulfill this requirement. Depending on the results of the placement test, one remedial course with a B or better may be required prior to enrollment in any graduate theory course.
  - <sup>3</sup> If approved by the student's advisor, six credit hours of non- music, undergraduate level courses may be acceptable, e.g. additional foreign language study for voice majors.

## MASTER OF MUSIC THERAPY

The music therapy degree program at Loyola University is approved by the National Association for Music Therapy (NAMT). Students who have not completed an approved undergraduate program in music therapy will be required to fulfill deficiencies. This coursework will be taken concurrently with graduate studies.

The Master of Music Therapy program consists of a minimum of 31 credit hours chosen from the following:

I. Required courses: <sup>1</sup>	Credit hours
MUTY M701 Seminar in Research .....	1
MUTY M714 Graduate Council .....	1
MUTY M716 Music Therapy VI .....	3
MUTY M816 Music Therapy VII .....	3
MUTY M817 Music Therapy VIII, or	
PSYC M305 Experimental Design (Psychology) .....	3
MUTY M707 Psychology of Music II .....	2
MUGN M810 Thesis .....	ARR
MUTY M818 Clinical Training .....	1
II. Music Electives I: <sup>2</sup> .....	9
MUED M704 Contemporary Issues in Music Education 3	
Jazz Piano/Theory 2	
III. Psychology/Special Education Electives II: <sup>3</sup> .....	6

Comprehensive written and oral examinations, including defense of the thesis, are requirements for graduation.

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- <sup>1</sup> Graduate Council and Clinical Training may be waived, depending on student's background and experience.
  - <sup>2</sup> Diagnostic tests in music theory or music history must be taken prior to enrolling in any history or music theory course.
  - <sup>3</sup> If approved by the student's advisor, six credit hours of non-music, undergraduate courses may be acceptable in areas where graduate-level courses are not available.

# MUSIC GRADUATE COURSES

## MUSIC EDUCATION

**MUED M701 Foundations of Music Education** 3 cr. hrs.  
The historical roots and current philosophical issues in music education, European background and cultural influences, and current learning theories and their applications to the teaching-learning process in music.

**MUED M704 Contemporary Issues in Music Education** 3 cr. hrs.  
Concentrating on the period from the 1950's to the present, this course will present the changes that have radically reshaped current music education.

**MUED M800 Research in Music Education** 3 cr. hrs.  
Research techniques appropriate to music education, principles of research design, organization of the research report, and critical examination of research studies in music education. Emphasis on developing discriminating readers and interpreters of completed research.

**MUED M804 Administration and Supervision** 3 cr. hrs. in Music Education  
The role of the music consultant and music supervisor: Supervision of student teachers; development of positive relationships with teachers and staff, principles of effective supervision, and administrative responsibilities of music supervisors.

## MUSIC THERAPY

**MUTY M701 Seminar in Research** 1 cr. hr.  
Techniques in research and writing necessary for the completion of theses or other formal documents. Required of all graduate music therapy students.

**MUTY M707 Psychology of Music II** 2 cr. hrs.  
Techniques and instrumentation for research in the psychology of music. A formal research proposal and a completed research project are required.

**MUTY M714 Graduate Council** 1 cr. hr.  
Council of music therapy graduate students whose function is the approval of research proposals and papers produced within the department.

**MUTY M716 Music Therapy VI** 3 cr. hrs.  
Seminar. Techniques of scientific writing and data collection. A completed experimental research project dealing with handicapped individuals is required.

**MUTY M816 Music Therapy VII** 3 cr. hrs.  
Seminar. Original investigations in the field of music therapy.

**MUTY M817 Music Therapy VIII** 3 cr. hrs.  
Advanced statistical analysis addressing research problems specific to music therapists. Computer-based statistical analyses employing: LISA, QSTAT, SPSS, complex analyses of variance, discriminate function analysis, multiple correlation and non-parametrics. Independent Study.

**MUTY M818 Clinical Training** 1 cr. hr.  
Students work under supervision in a clinical setting for a period specified by the music therapy department.

## MUSIC THEORY

**MUTH M700 Theory Review Seminar** 3 cr. hrs.

A review of music theory, from elements through tonal chromaticism and basic musical forms. Credit from this course may not count towards a degree.

**MUTH M802 Pedagogy of Theory** 3 cr. hrs.

Review of undergraduate theory course content with emphasis upon various presentations of theory, especially fundamentals. Course includes survey and analysis of selected, current music theory texts.

**MUTH M808 Style Analysis I** 3 cr. hrs.

Theoretical analysis of selected works in correlation with historical development of compositional practices. The effect of theoretical understanding and historical milieu upon performance is emphasized.

**MUTH M809 Style Analysis II** 3 cr. hrs.

Theoretical analysis of selected works of 20th-century music with emphasis on how modern techniques of composition evolved from their theoretical ancestors.

**MUTH M810 Composition** 3 cr. hrs.

Private instruction in musical composition. Substantial theoretical background and experience in writing in neotonal styles is assumed. A rehearsed presentation of an original work written during the term is required. Creditable repeatedly.

## MUSIC GENERAL

**MUGN M701 Seminar in Research** 3 cr. hrs.

Required of all graduate music students. Techniques in research and writing necessary to the completion of theses or other formal documents.

**MUGN M734 Music and Liturgy: An Introduction** 3 cr. hrs.

An introduction to the music of the Church seen against the background of Church history and liturgical theology. The course will use a historical approach to examine the changes in theological thought and liturgical practice over the various histories/stylistic periods as they influenced such things as composition, practice, congregational involvement, organ music, etc.

**MUGN M796 Special Topics** ARR

**MUGN M799 Independent Study** ARR

Creditable as needed.

**MUGN M810 Thesis** ARR

Formal, written, research study of a specific area of music, music education or music therapy.

## MUSIC PERFORMANCE

**MUPR M709 Advanced Instrumental Conducting** 3 cr. hrs.

Conducting techniques, score reading and analysis; literature, style and interpretation.

**MUPR M711 Advanced Choral Conducting** 3 cr. hrs.

Detailed study of advanced conducting problems; emphases on score reading and analysis; contemporary literature, style and interpretation.



- MUPR M712 Applied Study: Individual** **ARR**  
 Concentrated study of voice or of string, woodwind, brass, percussion or keyboard instruments. Students must display a degree of performance proficiency appropriate to graduate level work. Creditable as needed.
- MUPR M714 Functional Guitar I** **1 cr. hr.**  
 Study of pedagogical techniques leading to basic performance competence.
- MUPR M715 Functional Guitar II** **1 cr. hr.**  
 Prerequisite: Functional Guitar I. See MUPR 714. Continuation of pedagogical techniques leading to basic performance competence.
- MUPR M810 Graduate Recital** **3 cr. hrs.**  
 A full, individual program of music of a level appropriate to graduate level study of applied music.
- MUPR M817 Major Ensemble** **1 cr. hr.**  
 Regular rehearsal in music performance groups. Creditable as needed.
- MUPR M818 Minor Ensemble** **1 cr. hr.**  
 See MUPR M817.
- MUPR M819 Chamber Ensemble** **1 cr. hr.**  
 See MUPR M817.

## **MUSIC HISTORY AND LITERATURE**

- MUHL M700 Graduate Review Music History** **3 cr. hrs.**  
 The graduate review of music history is designed to prepare the student for graduate study in music history. It will focus mainly on the pre-classic periods and the 20th century. Credit from this course may not count towards a degree.
- MUHL M705 Music History—Medieval/Renaissance** **3 cr. hrs.**  
 Music from antiquity through the Renaissance, its philosophical and theoretical foundations; emphasis upon direct exposure to the music itself.
- MUHL M706 Music History—Baroque/Classic** **3 cr. hrs.**  
 The evolution of musical style and form in the Baroque and Classic eras, including composers from Monteverdi through Mozart and Haydn.
- MUHL M708 Music History—Romantic** **3 cr. hrs.**  
 Style and philosophy of 19th century music from Beethoven through Mahler and Strauss.
- MUHL M709 Music History—Contemporary** **3 cr. hrs.**  
 Music from impressionists to the present, with primary focus upon masterworks of the 20th century.
- MUHL M804 Solo Vocal Literature** **3 cr. hrs.**  
 A survey of solo vocal literature other than opera from the Baroque era to the present.
- MUHL M805 Choral Literature** **3 cr. hrs.**  
 Extensive study of choral literature and style from the Middle Ages to the present.
- MUHL M806 Guitar Literature** **3 cr. hrs.**  
 Extensive study of guitar literature.

**MUHL M807 Opera Literature** 3 cr. hrs.  
Survey of opera from the 17th century to the present.

**MUHL M808 Keyboard Literature I** 3 cr. hrs.  
Keyboard music from the Elizabethan Virginal School through the French clavecinists; the late German Baroque masters, Bach and Handel; required listening.

**MUHL M809 Keyboard Literature II** 3 cr. hrs.  
Keyboard music from pre-classical composers to the present day; required listening.

**MUHL M810 Orchestral Literature** 3 cr. hrs.  
Survey of orchestral literature from the Baroque to the present including stylistic analysis of selected works.

**MUHL M811 Chant, Hymnody and Psalmody** 3 cr. hrs.  
Survey of the main forms of church music. Approximately one third of the course will be devoted to Gregorian chant, including the notation, interpretation, conducting, psalmody; one third to hymns of other traditions, in particular the chorales of the Lutheran church, the theology of the Eucharistic hymns of Wesley, and contributions of the Church of England; and the concluding one third of modern practice, sources, hymnals, and other materials.

## **MUSIC PEDAGOGY**

**MUPD M700 General Music Pedagogy** 3 cr. hrs.  
Current issues and developments, teaching-learning systems, materials, media, teaching strategies, and research relevant to general music education at the pre-school, elementary and secondary levels.

**MUPD M705 Keyboard Pedagogy** 3 cr. hrs.  
Teaching materials and literature for the upper intermediate and advanced levels of keyboard students; varying approaches to pedagogical problems encountered at these levels.

**MUPD M706 Vocal Pedagogy** 3 cr. hrs.  
Survey of various approaches to the teaching of singing with emphasis on the physiology and acoustics of the voice.

**MUPD M707 String Pedagogy** 3 cr. hrs.  
Past and present teaching techniques and materials; string instrument maintenance, repairing and tone-modification adjustments.

**MUPD M708 Woodwind Pedagogy** 3 cr. hrs.  
Instructional materials: methods, solo and ensemble literature; embouchure, mechanical and acoustical difficulties peculiar to woodwind instruments.

**MUPD M709 Brass Pedagogy** 3 cr. hrs.  
Historical development of the capabilities of brass instruments; embouchure, acoustical and intonational considerations relating to performance and pedagogy; instructional materials and literature.

**MUPD M710 Choral Pedagogy** 3 cr. hrs.  
Choral organization, blend, balance, intonation and vocal production; interpretation of literature; program building; rehearsal psychology.

**MUPD M711 Guitar Pedagogy** 3 cr. hrs.  
Techniques of problem diagnosis, technical presentation, methodology and evaluation; supervised teaching of guitar classes, weekly meetings for reports, discussion and performance evaluation.



# LOYOLA INSTITUTE FOR MINISTRY (LIM) RELIGIOUS EDUCATION & PASTORAL STUDIES

*DIRECTOR:* Marcel Dumestre, Ed.D.

*OFFICE:* 201 Stallings

*PROFESSOR:* Bernard Lee, S.M., Th.D.

*ASSOCIATE PROFESSORS:* Michael Cowan, Ph.D., Marcel Dumestre, Ed.D.,  
Gerald M. Fagin, S.J., Ph.D., Barbara Fleischer, Ph.D., Kathleen O'Gorman, Ed.D.

The students, faculty and staff of the Loyola Institute for Ministry form a learning community gathered to enhance the quality of pastoral ministry in the Church. The institute serves as an educational resource for professionals and paraprofessionals engaged in, or preparing for, ministry and religious education, as well as laity who want to address themselves intentionally to their ministry in the world. The institute seeks an integration of knowledge of the Christian tradition, a sensitivity to the dynamics of the Church's institutional life, a critical awareness of and appreciation for the times and cultures within which one works, and an awareness of one's self and one's abilities and limitations. The institute offers a master's degree in religious education (M.R.E.) and a master's degree in pastoral studies (M.P.S.) on campus and in extension. On-campus M.P.S. concentrations include basic Christian community formation, pastoral care and counseling, pastoral administration, and the opportunity for an individualized program of study. The institute also serves the continuing education needs of adults on campus and in extension.

## ADMISSION TO UNIVERSITY

The admission process includes:

1. A formal completed application.
2. A bachelor's degree from an accredited college or university, with a minimum of 2.50 G.P.A. for all degree-seeking students.
3. Submission of all transcripts (official transcripts only) from colleges or universities previously attended for all degree-seeking students.
4. A statement of educational purpose on a form supplied by the institute.
5. A resume of work experience including professional and/or voluntary ministerial responsibilities.
6. Two recommendations (on forms supplied by the Institute) attesting to student's capability for graduate study.
7. \$20 application fee.
8. For extension students, a notification of application form (supplied by Loyola) should be sent directly to the sponsoring agency.
9. For LIM Outreach students, a notification of application form (supplied by Loyola) should be sent directly to the on-campus coordinator.

All materials should be sent directly to the LIM enrollment office **two months** prior to the start of the student's first course or semester. This allows time for transcripts and other supporting documents to reach the LIM enrollment office

and subsequently for the admissions committee to come to an admission decision. Late applications are accepted, but such applicants may only be admitted to the first course as "transient students."

## **ADMISSION TO CANDIDACY**

The institute offers courses of instruction leading to the degrees of master in religious education and master in pastoral studies for properly qualified students who have been admitted to degree candidacy.

To apply for candidacy the student must file a formal petition to the institute's Graduate Studies Committee on the basis of items listed below:

1. Not less than 12 credit hours nor more than 15 credit hours in the institute's graduate courses with a minimum grade point average of 3.0. For on-campus students, of these hours at least seven must consist of core courses, including Introduction to Practical Theology.
2. Students must evidence responsible and competent participation in the learning process.
3. Currently registered for credit at Loyola.

Appropriate recommendations will be made by the Graduate Studies Committee to the dean of City College as a result of their review. Degree candidates will be so notified and such notification will become part of their permanent records. Students not admitted to candidacy will be informed of their deficiency. Removal of such deficiency under the direction of the student's advisor must take place within one semester. The student is to reapply for degree candidacy at the end of the semester.

## **COURSE REQUIREMENTS**

The candidate must complete a total of at least 36 credit hours of graduate work (30 credit hours in LIMEX) including the work earned prior to his or her admission to degree candidacy. A course in which the student has earned a grade of D or F cannot be counted toward the completion of the credit hour requirement, but is used in determining the grade point average.

## **ACADEMIC PROBATION**

In order to remain in good standing, a student must earn at least a C in any graduate course taken and must maintain a cumulative grade point average of 3.0 or higher in Loyola University graduate course work. A student who earns below a C in a graduate course, or whose cumulative grade point average falls below 3.0, will be placed on academic probation. Students admitted under the conditional status are admitted on academic probation and will be notified of their probationary status in their letter of admission.

A student on probation has nine hours or two semesters (whichever comes first) to remove the academic deficiency. If the deficiency is not removed in the allotted time, the student will be excluded from the program as a graduate student.

1. Upon receipt of course grade transcripts from the registrar, the associate dean of City College will notify students who have been placed on academic probation.
2. Conditionally admitted students, or students on probation who do not remove their academic deficiency in the next term, will receive a second letter notifying them that subsequent academic deficiencies will lead to exclusion from the university as a graduate student.
3. A probationary student who fails to make up his or her academic deficiency in the nine hours or two semesters will be excluded from the university as a graduate student.

## **CHANGE OF ACADEMIC STATUS**

Students may change from graduate status in the program to the continuing education status by written request. Continuing education students may apply to the LIM enrollment office for graduate status, subject to the standard graduate admissions requirements. Either change of status must occur only between courses or semesters.

## **PASTORAL/EDUCATIONAL STRATEGIES**

### **(On-campus Program Only)**

Pastoral/Educational Strategies is the course for the on-campus M.R.E. and M.P.S. degree students with the concentrations in basic Christian community formation, pastoral administration, and the individualized pastoral ministry program. (Pastoral care and counseling students participate in clinical pastoral education instead). This course requires students to integrate their pastoral action and their formal learning through reflection on their ministerial action and development of pastoral strategies within situations in which they are participants. The course requires an interdisciplinary approach that uses theology, the social sciences and/or educational theory. This concluding synthesis of reflection/action, drawing upon the learning of the program, is so essential to the movement of practical theology that its successful completion is required for the degree, no matter how high the GPA.

### **SYNTHESIS SEMINAR (Extension Program Only)**

All extension students seeking the MRE or MPS must participate in the Synthesis Seminar. A synthesis paper is required for each student's final, integrating assignment. This final evaluation of the student's competencies allows participants an opportunity to integrate and synthesize the curriculum's key elements.

## **ACADEMIC ADVISEMENT**

Each on-campus student consults with an Institute advisor in planning his or her full program of graduate courses. The student should meet each semester with an academic advisor. Extension students are assigned an academic advisor when admitted. Individual Instructors of Record are available to students via a toll-free telephone number for consultation on academic concerns.

## **TRANSFER CREDIT**

On-campus students are allowed to transfer up to six hours of credit for graduate course work done in theology, religion or ministry from an accredited institution. Original transcripts must be presented along with a request to the Graduate Studies Committee. For transfer credit in areas other than those mentioned, it is incumbent upon students to justify a clear and systematic relevance of the work to their LIM degree program. A request must be made to the Graduate Studies Committee, along with a 3-5 page rationale. If the transfer is accepted, the learning from the transferred courses is to be integrated into the Pastoral/Educational Strategies experience.

Because of the extension program's unique educational methodology and sequential curriculum format, no transfer credit is allowed into that program.

## **ON-CAMPUS GRADUATE CERTIFICATE IN PASTORAL STUDIES OR RELIGIOUS EDUCATION**

The certificate in pastoral studies or religious education is awarded to persons who have completed a total of 18 hours of graduate study at the Institute for Ministry in a concentrated area of ministerial studies. Program requirements must be completed within four summers. Transfer credits from other institutions are not accepted.

## **CONTINUING EDUCATION UNITS (CEUs)**

Persons who participate under the continuing education status are persons who have extensive ministry experience, often in diocesan, school or parish leadership positions, and have the ability to do the graduate-level reading. Some CEU students lack the required bachelor's degree to enroll for the graduate degree, while others already have graduate credentials and do not wish to earn another graduate degree. Persons who register as CEU students will receive continuing education units as defined by the Southern Association of Colleges and Schools. CEUs are recorded on a Loyola CEU transcript and kept in the permanent records of the university registrar.

Continuing education credit is determined by class attendance, competent participation in the learning group or on-campus course, completion of reading assignments, and other activities necessary for participation in those sessions. Three CEUs are granted for each course in the LIMEX program. On campus, one credit hour equals one CEU. All CEU students who complete the extension or on-campus program receive a continuing education certificate in their area of study (religious education or pastoral studies).

## **REQUIREMENTS FOR CONTINUING EDUCATION ADMISSION**

Those who are applying to the institute for admission under the continuing education status are required to complete the institute (graduate) application, pay a nonrefundable application fee, submit a resume and statement of educational purpose and supply two recommendations (on forms provided by the institute) from professionals in ministry and/or education (pastor, DRE, etc.) who can attest to the applicant's involvement in ministry and ability to do graduate-level reading. This ability to engage in graduate-level reading must be evidenced in the application process.

## **FINANCIAL AID**

Because Loyola offers substantial tuition discounts, additional university scholarships and grants are not available. Federal student Financial Aid is only available to full-time students; thus, Extension students are not eligible.

## **FOR ADDITIONAL INFORMATION, CONTACT:**

Loyola University Institute for Ministry  
Box 67  
6363 St. Charles Avenue  
New Orleans, LA 70118  
1-800-777-5469

## **ON-CAMPUS PROGRAM MASTER IN PASTORAL STUDIES OR RELIGIOUS EDUCATION**

The master's programs are designed for ministers from among laity, members of religious orders, deacons, and clergy who seek to enhance the quality of their pastoral or educational ministry through systematic continuing education or are preparing for such work. The program focuses on the development of ministers who are critically reflective about themselves, their vision and their efforts. The minister identifies his or her educational goal for the program and critically reviews the theological assumptions underlying his or her ministerial action. Specific courses may be waived based on a student's prior academic experience.

### **Core Courses Required of All Degree Students**

LIM 703	Introduction to Practical Theology .....	3 cr. hrs.
LIM 713	The Sacred Texts .....	4 cr. hrs.
LIM 720	Jesus and the Communities of Jesus.....	4 cr. hrs.
LIM 725	Christian Life: Its Values, Rituals and Prayer .....	4 cr. hrs.
LIM 750	Dynamics of Small Group Life.....	3 cr. hrs.
LIM 886	Pastoral/Educational Strategies .....	3 cr. hrs.
(except for Pastoral Care and Counseling)		

### **Required of Religious Education Concentration Majors**

LIM 701	Foundations of Religious Education.....	3 cr. hrs.
LIM 715	Curriculum Development .....	3 cr. hrs.
LIM 716	Interdisciplinary Resources .....	3 cr. hrs.

### **Required of Basic Christian Community Formation Concentration Majors**

LIM 806	History and Theology of Basic Christian Communities .....	3 cr. hrs.
LIM 807	Animation of Basic Christian Communities.....	3 cr. hrs.
LIM 808	Communities and Social Change.....	3 cr. hrs.

### **Required of Pastoral Administration Concentration Majors**

LIM 742	Pastoral Management and Organization.....	3 cr. hrs.
LIM 743	Parish Life and Ministry .....	3 cr. hrs.
LIM 744	Financial Management and Stewardship.....	3 cr. hrs.

### **Required of Pastoral Care and Counseling Concentration Majors**

LIM 849	Pastoral Counseling: An Orientation .....	3 cr. hrs.
EDGR 830	Counseling Theories .....	3 cr. hrs.
EDGR 835	Counseling Practice .....	3 cr. hrs.
LIM 897	Clinical Pastoral Education Practicum .....	3 cr. hrs.

### **Individualized Program (M.P.S.)**

In addition to the core courses listed above required of all degree-seeking students, students in the individualized M.P.S. track must take nine hours of elective credits selected from the concentration courses listed above and carefully planned with an advisor.

### **Electives**

In addition to the core curriculum and the concentrations, each student adds further enrichment, tailored to his or her more specific concerns, through six (6) credit hours of electives.

**Total Credit Hours: 36 cr. hrs.**

### **ON-CAMPUS SUMMER PROGRAM**

In addition to the year-round evening/weekend on-campus program, LIM offers an intense six-week summer program on campus which includes morning, afternoon, evening and weekend courses as well as a time for community building (shared prayer/social activities). The program can usually be completed in four summers, except for the pastoral care and counseling concentration which must be completed in a year-round format.



## **ON-CAMPUS TUITION DISCOUNT**

All graduate credit students on campus receive an automatic 50% tuition discount off of the regular graduate tuition at Loyola.

## **EXTENSION PROGRAM (LIMEX) MASTER OF PASTORAL STUDIES OR RELIGIOUS EDUCATION**

In cooperation with dioceses and other sponsoring agencies across the country, the Loyola Institute for Ministry responds to the needs of ministry and education personnel who have limited access to educational resources by offering a master of religious education or pastoral studies by extension. The 30-hour master's program is also available on a non-degree (CEU) certificate basis utilize printed course manuals and videotapes as well as peer group reflection in a structured process led by Loyola-trained and supervised facilitators. The program is designed to provide in-depth information and reflection on the theory and skills appropriate to persons in a variety of ministerial roles.

A complete prospectus as well as a Manual of Policies and Procedures on the extension program can be obtained from the institute's office, Box 67, Loyola University, New Orleans, LA 70118.

## **EXTENSION PROGRAM CURRICULUM**

LIMX 700	Ministry in Context: A Methodological Introduction
LIMX 711	The Jewish Roots of Christian Faith
LIMX 712	Christian Origins
LIMX 721	Grace and Christ
LIMX 722	Church, Sacraments, and Ministry
LIMX 723	Morality and Ethics
LIMX 840	The Cultural Context of Ministry: Theory and Skills
LIMX 860	The Personal Context of Ministry: Theory and Skills
LIMX 861	The Institutional Context of Ministry: Theory and Skills
LIMX 875	Synthesis Seminar

## **LIMEX ATTENDANCE POLICY**

Attendance in the extension program is compulsory. Each course meets at least ten times to carry out a three-hour learning design provided by the institute. In the event of illness or emergency a student who misses one or two sessions may make these sessions up and remain in the course. Any request for a waiver of this policy must be put in writing.

## **LIMEX RETENTION STATISTICS**

In the 1992-93 academic year the average rate of attrition in learning groups amounted to 12%. Students withdraw from the extension program for a number of different reasons, most of which center around lack of time to devote to the academic requirements of the program.

## **LIMEX WITHDRAWAL FROM COURSES**

The administrative withdrawal period ends with the fifth session of the course. Through this time, students may withdraw from a course and receive a W in the course. After the fifth session a student may withdraw from the course and receive a WP in the course. Failure to obtain an administrative withdrawal will result in the grade of F.

## **LIMEX REFUND POLICY**

Students who cancel or withdraw from a course are in some cases entitled to a percentage refund of their tuition. Those who cancel or withdraw must do so by completing an official cancellation/withdrawal form obtained from their facilitator.

Mere cessation of attendance does not constitute official withdrawal. The date and circumstances of official withdrawal will determine the amount of tuition refund. No refunds are made when a student is suspended or dismissed for academic, disciplinary, or financial reasons. Tuition refunds are made on the following schedule:

- non-attendance at the first session, a 100% refund, less a \$50.00 administrative fee;
- non-attendance past the fifth session, a 50% refund;
- if a physician's certificate is attached to the cancellation/withdrawal form for non-attendance at any point in the course, a 100% refund.

## **LIMEX EVALUATION**

The LIMEX *A Guide to Written Theological Reflection: A Professional Style Manual*, purchased by all students is an essential tool for assisting students in the LIMEX educational process. It contains important information on the LIMEX reflective essay, grammar and style, documentation and referencing, format of papers, grading and evaluation, evaluation policies and procedures and general faculty guidelines for student evaluation.

## **WRITING ASSISTANCE**

Assistance with writing assignments for courses in the graduate program is offered in conjunction with Loyola's Writing Across the Curriculum center. This gives LIMEX graduate students the chance to confer with a writing tutor on all phases of the writing process. Students may contact a tutor by calling LIMEX at 800-777-5469 and requesting a transfer to the LIMEX writing tutor.

## **EXTENSION STUDENTS AND LIBRARY SERVICES**

Any LIMEX student may come to Loyola University and use the catalogs, print and electronic indexes, and all other materials available for use by Loyola students. Borrowing privileges are the same for all students, and the circulation desk will issue bar codes for any LIM or LIMEX students wishing to borrow materials from Loyola's libraries. Extension students can gain dial-up access to LUCI, Loyola University Catalog Information, via a personal computer and a modem. With the aid of end-user guides, *Using LUCI #1 Basics*, and *Using LUCI: #2 Advanced Techniques*, students can easily search the library's on-line public access catalog from remote sites. Any material not held by the University Library may be requested through interlibrary loan.

Extension students wishing to have mediated searches of automated databases performed for them may request that such searches be done, but they will be billed for the charges incurred just as all other students are charged. Other services include searching the Loyola library for books and journals. The distance education librarian may be contacted by calling LIMEX at 800-777-5469 and requesting a transfer to the distance education librarian.

The practicalities involved in obtaining books when the student needs them through the mail often make it difficult to use the campus library. It is for this reason that the Extension Program requires that a professional library be established locally for extension students which must include, but is not limited to, the books on the LIMEX bibliographies.

Sponsoring agencies also agree to provide access for students to college, public, and theological libraries in their area. These local libraries enhance student access to a great variety of additional resource materials. It is through these local libraries that extension students may best gain access to Internet. Internet access to other library catalogs (Gophers, Wide Area Information Systems, Campus Area Information Systems, Bulletin Boards, etc.) will soon be coming to the Loyola Campus.

## **LIMEX TUITION AND FEES**

All extension students are assessed tuition and fees on a per course basis. Tuition and fee schedules are available from the LIM office. Because of the uncertainty of the economy and university budgetary projections, the institute reserves the right to change tuition, fees, or other charges.

Extension program students are exempt from most university fees, such as student government and university center fees. There are, however, some fees charged for collateral reading resource packets and other course-related fees. Facilitators will notify students if there are such fees for an upcoming course.

Some dioceses and other sponsoring agencies charge a modest administrative fee to help defray administrative costs in the local area. Payment of this fee is not required by nor shared with the institute and in no way affects a student's academic status in the extension program.

The institute does not have a monthly tuition payment plan. Tuition and fees are paid in full at registration which should occur at least four weeks prior to the first session of the course. Exceptions are made for students whose tuition is funded by institutions or dioceses.

## **LIMEX LEARNING GROUP DISCIPLINE**

A student who engages in behavior which is disruptive to the learning group environment is in violation of the LIMEX Learning Agreement and LIMEX Policy. Such conduct may cause removal from that learning group and can result in removal from the course with a grade of W. A second such disruption may result in suspension or dismissal from the university. The student has the right to appeal the decision in accord with LIMEX policy.

## **LOYOLA INSTITUTE FOR MINISTRY GRADUATE COURSES**

### **LIMX 700      Ministry in Context: A Methodological Introduction      3 cr. hrs.**

A theological and practical orientation to the curriculum for all students to learn a model for reflecting on their ministries in their contexts (culture, tradition, personal experience and institutions).

### **LIM 701      Foundations of Religious Education      3 cr. hrs.**

An introduction to the foundational issues involved in Christian Religious Education. This course will address education as a problematic—a complex question—and surface some foundational issues regarding its meaning, purpose, and practice in a contemporary context. The goal of such an inquiry is to awaken in religious educators a sense of urgency, agency and participation in the emancipatory and transformative possibilities of their vocation.

### **LIM 703      Introduction to Practical Theology      3 cr. hrs.**

A rhythm of disciplined reflection and action by participants in a community's life for the sake of the reign of God. The traditions of the church, culture, institutional life and personal life are the matrices of practical theology. Interpretation theory and social analysis are key components of the conversation in which faith and daily life meet and build.

**LIMX 711      The Jewish Roots of Christian Faith      3 cr. hrs.**

This course explores the religious heritage of ancient Israel largely through reference to its sacred writing (the Old Testament). It examines the major themes of promise-fulfillment and covenant in Israel's history from the patriarchal period to the apocalyptic era which was the context of Jesus' life and teachings. The events, metaphors, symbols, stories and persons which become the interpretive background for New Testament authors will be highlighted.

**LIMX 712      Christian Origins      3 cr. hrs.**

This course attempts to uncover "the kingdom of God" in the experience that Jesus effected during His earthly ministry. Parables, healings, table fellowship with outcasts and intimacy with "Abba" lead participants to a root understanding of Christian religious experience. The progress of faith developed in the network of Christian communities from Jesus' death/resurrection to the end of the first century in the common era will be studied.

**LIM 713      The Sacred Texts      4 cr. hrs.**

This course enables the Hebrew Scriptures and the New Testament to speak with their own voice from their own socio-cultural setting to the contemporary situation. It attempts to cultivate sensitivities to how interpreters, from the very beginning, have left their mark upon our memories of events and earlier texts and how interpretation continues to be the task of every community of faith.

**LIM 715      Curriculum Development      3 cr. hrs.**

Curriculum is a comprehensive term for the process of structuring learning in educational settings. This course involves religious educators in an examination of the learning process, an investigation of curriculum in historical perspective, an evaluation of curricular materials and the development of effective curricula related to their specific educational practice.

**LIM 716      Interdisciplinary Resources for Religious Education      3 cr. hrs.**

Religious education utilizes any system of inquiry and meaning that contributes to living more religiously in the world. This course draws upon the critical and transformative perspectives of the natural/social sciences and the arts as resources for the practice of religious education.

**LIM 720      Jesus and the Communities of Jesus Christ      4 cr. hrs.**

Students will engage christology and ecclesiology in historical and theological reflection upon the work of grace in the church. This course will pay particular attention to the ministry and leadership challenges of the post-Conciliar church and to developing a keen historical consciousness of the multiple ways that communities have understood Jesus, formed community and ministered to themselves and their world.

**LIMX 721      Grace and Christ      3 cr. hrs.**

Students will explore these two foundational theological categories in terms of the fundamental shift in orientation from Trent to Vatican II. Grace as the universal invitation to transcendence and Christ as the supreme historical manifestation of that invitation, as well as its acceptance, will form the center of this creation-centered reflection on God-Person-World. Important moments in the history of Christian thought (patristic, scholastic, reformation, Tridentine) will serve as the historical background for this contemporary study.

**LIMX 722      Church, Sacraments, and Ministry      3 cr. hrs.**

An exploration of Vatican II's ecclesiology and developments in theology of Church and ministry since the Council. Students develop a contemporary understanding of "sacrament" and review the new Rites, their theological and pastoral meanings, and appropriate pastoral practice. A post-conciliar vision of the gathered and sent Church in mission to the world.

**LIMX 723      Morality and Ethics      3 cr. hrs.**

Students study the history of Christian morality as a background for exploring personal moral decision-making and social ethics today. A contemporary understanding of sin and moral choice introduces a consideration of moral norms, conscience and decision-making. Students consider the bishops' pastorals on peace and the economy.

**LIM 725      Christian Life: Its Values, Rituals and Prayer      4 cr. hrs.**

Restoring needed unity to morality, spirituality, public and private prayer. Locating moral commitment, liturgy and sacraments within both the rational and extra-rational features of the Christian community's narrative. Getting in touch critically with a community's deep story. Values grounded in justice and social commitment. Worship grounded in exuberant celebration of God's historical presence in the Christ event.

**LIM 731      Sacraments and Morality      3 cr. hrs.**

Living the Christian life is the theme of this course. Students will study the new sacramental rites in the context of the long history of Christian sacraments and learn a model for ethical decision-making which can be applied to the spheres of personal life, work/profession and socio-political issues. Morality as an intentional response to God's love will serve as a focus for understanding ethical decision-making.

**LIM 742      Pastoral Management and Organization      3 cr. hrs.**

A practical application of the theology of church and ministry in the arena of Pastoral Administration. Management theories and leadership styles are surveyed in light of the mission of the church and the ecclesial vision of the participants. Various other topics germane to pastoral administration and as negotiated by the group are covered.

**LIM 743      Parish Life and Ministry      3 cr. hrs.**

The purpose of this course is to reflect on today's experience of the American parish in its different shapes, forms and experiences of parish ministry. Canon law will be used as reference points for discussion and application. The history of parish life in the United States will also be investigated.

**LIM 744      Stewardship and Financial Management      3 cr. hrs.**

A rationale for the integration of foundational issues in pastoral ministry with the principles of sound financial management in parish settings. Application and management of stewardship programs in ecclesial environments, measurement and reporting issues, managerial accounting and financial data for decision making are studied.

**LIM 750      Dynamics of Small Group Life      3 cr. hrs.**

This course will involve participants in the practice and study of small group life, addressing communication skills, developmental stages of group life, leadership styles and models, group dynamics, conflict and negotiation. It is designed so as to be inclusive of group dynamics and leadership in educational, pastoral and small community contexts.

**LIM 800      Topics in Religious Education      3/1 cr. hrs.**

An exploration of specific issues and concerns in Religious Education. Topics may include: history of faith sharing, experiential education, development of educational theory, educational programming, art of teaching, developing a community of educators and religious education in Latin America.

**LIM 804      Models of Religious Education      3/1 cr. hrs.**

This course is designed for those students who are already or soon to be Director of Religious Education. Four inter-related areas will be explored: the role and responsibilities of the DRE; administrative skills; models of educating and learning; and the prophetic dimensions of educational ministry.

- LIM 806 History and Theology of Basic Christian Communities 3 cr. hrs.**  
Understanding socio-cultural context of house churches in the early centuries, and interpreting the contemporary movement out of that early history and out of current socio-cultural matrices. Not alternatives to the institution, but an alternative form of institution with lively historical roots. Special attention to the theologies of the South and North American experiences.
- LIM 807 Animation of Basic Christian Communities 3 cr. hrs.**  
Survey of successful small community models in the U.S. experience. Regional, ethnic and gender differences. The relational dynamics and motivations of small communities. Patterns of prayer and ritual, eucharist and scripture. Socialization into community identity. In short, a grounding and concrete experience: what makes successful intentional Christian communities run.
- LIM 808 Communities and Social Change 3 cr. hrs.**  
Biblical roots of social justice and the evangelization of culture: in the prophetic tradition, in the teachings of Jesus and in the social agenda of the U.S. Importance of mediating structures to systemic intervention. The nature and functions of power critically examined theologically and sociologically.
- LIM 811 Old Testament Topics 3/1 cr. hrs.**  
This course focuses on particular books or themes from the Old Testament collection. Topics may include Pentateuch, Prophets, the historical writings or the Psalms; themes such as creation, promise—fulfillment or ritual patterns may be considered.
- LIM 812 New Testament Topics 3/1 cr. hrs.**  
This course explores specific books and themes in the New Testament literature. The focus may vary from the Pauline writings to the Gospel of John, from an inquiry into the teachings of the historical Jesus to the vision of the Church in the Pauline mission.
- LIM 821 Topics in Christian Theology 3/1 cr. hrs.**  
This course explores specific issues in Christian theology, including the broad categories of sin, reconciliation, and political theory, or such issues as the contrast in ecclesiologies between Trent and Vatican II.
- LIM 825 Methods of Theological Reflection 3/1 cr. hrs.**  
Students explore a variety of methods for theological reflection, including theology of story; journal keeping; process theology; liberation theology; the interaction of culture, tradition, and personal experience; and case studies. In any given semester one of these methods may become the focus of the course.
- LIM 832 Sacramental Topics 3/1 cr. hrs.**  
This course focuses on particular sacraments or groups of sacraments such as Reconciliation or Marriage, sacraments of initiation or sacraments of healing. In any given semester the focus of this course will change to address particular sacramental concerns.
- LIM 835 Current Moral Issues 3/1 cr. hrs.**  
Current moral issues in personal life, work/profession and socio-political life are explored. Students will focus on a particular moral issue such as abortion or nuclear war or on the theoretical and practical implications of contemporary moral theory in a broad category of contemporary life such as sexuality or politics.
- LIM 836 Human Sexuality and Christian Faith 3/1 cr. hrs.**  
The course explores the significance of human sexuality, its expression in personal experience and cultural influence.

- LIMX 840      The Cultural Context of Ministry: Theory and Skills      3 cr. hrs.**  
A descriptive analysis of culture from multiple interdisciplinary perspectives. This course will enable participants to identify cultural resources and colleagues and to explore the problematic nature of culture's meaning, influence and activity from the particular vantage point of their ministry specialization.
- LIM 842      Peace and Justice Ministry      3/1 cr. hrs.**  
This course explores the theoretical and practical issues involved in peace and justice ministry today. Particular issues such as the morality of nuclear war, world hunger and human rights as well as pastoral approaches to community organizing and political participation will be studied in any given semester.
- LIM 843      Women's Issues in Church and Culture      3/1 cr. hrs.**  
An exploration of the historical, psychological, and sociological factors which continue to influence the patriarchal tradition in the Western World. The course focuses on the perspective and experience women offer Church and society.
- LIM 849      Pastoral Care and Counseling: An Orientation      3 cr. hrs.**  
An exploration of the territory of pastoral counseling with one guiding question at all times: How is the activity named pastoral counseling like and not like "secular" counseling practice? The intent of this fundamental question is heuristic, not polemical; that is, we wish to articulate clearly the unique character of forms of counseling which wish to claim the adjective "pastoral" as proper to themselves, not to deny the de facto pastoral character of other forms of counseling activity, or observable congruences between pastoral and "secular" counseling. A careful comparative methodology will guide us in responding to our basic question.
- LIM 850      Pastoral Counseling I      3/1 cr. hrs.**  
The study of counseling as it arises in pastoral situations for ministers who are not counselors by profession. While introducing students to pertinent literature (Rogers, Clinebell, Egan), the course will focus on counseling skills such as the following: empathetic understanding, listening, restating the problem, clarifying, interpreting and closing. Students will identify counseling pit-falls such as moralizing, premature advice giving and avoidance. The course provides a theoretical framework for effective nonprofessional counseling.
- LIM 851      Pastoral Counseling II      3/1 cr. hrs.**  
A development of the themes explored in Pastoral Counseling I. Students will become involved in exploring various theories of counseling and their practical applications in the pastoral setting. (Prerequisite: LIM 850, Pastoral Counseling I)
- LIM 855      Psychology and Spirituality      3/1 cr. hrs.**  
An examination of psychological theories and classical theological models of spirituality.
- LIM 856      Topics in Christian Spirituality      3/1 cr. hrs.**  
This course explores particular classical spiritualities such as St. Ignatius' spiritual exercises or the spiritual vision of Meister Eckhart, or more generic themes such as prayer and contemporary spiritual discipline.
- LIM 857      Spiritual Direction      3/1 cr. hrs.**  
The course explores the art and method of discernment. It examines the traditions of the art as well as the contributions of psychology and Eastern religious perspectives.

**LIMX 860      The Personal Context of Ministry: Theory and Skills      3 cr. hrs.**  
Participants will reflect critically on personal experience, probing the recurring themes of their lives in an effort to identify development and growth and to recognize the constraints and determine influences. Students will identify and utilize the skills, characteristics, perspectives and other resources they bring to their ministry specialization.

**LIMX 861      The Institutional Context of Ministry: Theory and Skills      3 cr. hrs.**  
The course will explore the nature of institutions—their characteristics and functions. Participants will probe the implicit and explicit purpose and influence of their institutional context in order to learn how to relate to it effectively and utilize its potential and resources in their ministry practice.

**LIM 863      Introduction to Parish Social Outreach      2 cr. hrs.**  
This course provides a basic overview of the following components of parish social ministry: theology, principles, processes of social services and social action, PSM and the diocesan structure, and the systems approach to social ministry. This course includes viewing models of PSM currently existing in diocesan parishes through presentations by parishioners working in those parishes.

**LIM 866      Empowering Parish Leaders for Service and Action      2 cr. hrs.**  
Based on the belief that all baptized Christians are called to ministry, this course will train students in the processes of leadership development at the parish level. Skills attained through lab experience will include: facilitation, basic group skills, teaching leadership dynamics, conflict resolution, problem-solving, enabling leaders and running meetings. The focus of this course will be on training students to be trainers.

**LIM 870      Principles of Youth Ministry      2 cr. hrs.**  
This is an overview of youth ministry that communicates the WHY of youth ministry through a coherent analysis of its foundations in theology, culture, psychology, development theory, and sociology. Special attention is given to describing the characteristics of Early, Middle, and Late Adolescence drawn from developmental (psychological, moral, faith development) and sociological research. The course also presents principles and approaches for ministry with youth in light of the foundations.

**LIM 874      Special Topics in Ministry      3/1 cr. hrs.**  
Students will focus on particular topics critical to their concerns in ministry. Such topics as ministry to the sick and dying, ministry to the aged, ministry in minority communities will be explored in any given semester.

**LIMX 875      Synthesis Seminar      3 cr. hrs.**  
This course provides Extension students with an opportunity to synthesize their learnings and relate them to their own specific ministries. The ability to articulate a theology of ministry and to demonstrate a working knowledge of their degree focus brings closure to the L.I.M. experience.

**LIM 876      Leadership Processes for Youth Ministry      2 cr. hrs.**  
Explores the role of the leader in Christian ministry by examining the theories, approaches, and processes for effective leadership, enables participants to diagnose their own leadership style and develop concrete ways to improve leadership ability.

**LIM 877      Leadership Skills for Youth Ministry      2 cr. hrs.**  
Addresses the theories and skills that ministers need to work with people in order to develop participants' appreciation of their own personality and ministry style and how to work effectively with the style of others.



**LIM 880**      **Ministry and the Arts**

3/1 cr. hrs.

This course explores the use of music, mime, art, dance, media, poetry and storytelling in ritual and religious education. The arts are considered as vehicles of theological expression and liturgical celebration.

**LIM 885 Religious Communication**

**3/1 cr. hrs.**

This course explores how a variety of communication media can benefit ministers in their particular settings. Both theory and practice of contemporary communication media, especially the use of television, are explored with hands-on experience.

**LIM 886**      **Pastoral/Educational Strategies**

**3 cr. hrs.**

This practicum requires students to integrate their pastoral action with their formal learning in the development of pastoral strategies within situations in which they are participants. This project requires an interdisciplinary approach that uses theology and the social sciences. The practicum must be sufficiently defined to be manageable, yet broad enough to require substantial synthesis.

## LIM 890 Special Topics

**3/1 cr. hrs.**

This course number is used to offer courses on an infrequent basis. Typically, the course is offered once using this number with a unique title. For full description, contact the Institute office.

## LIM 897      Practicum

**3/1 cr. hrs.**

Students wishing to explore the practice of ministry in specific contexts may apply to the director to arrange a three-hour practicum which will include a reflective paper and supervised experience.

**LIM 899**      **Independent Study**

**3/1 cr. hrs.**

Students may apply to the director for independent study based on specific situations or needs. Forms are available in the Institute office.



# RELIGIOUS STUDIES

CHAIR: Thomas A. Smith, Ph.D.

OFFICE: 409 Bobet Hall

PROFESSORS: Stephen J. Duffy, James W. Gaffney, Robert K. Gnuse, Vernon J.

Gregson, Denis R. Janz, Earl J. Richard, Daniel P. Sheridan

ASSOCIATE PROFESSORS: Kenneth P. Keulman, Thomas A. Smith, Catherine L. Wessinger

ASSISTANT PROFESSOR: Tiina K. Allik

The master of arts program in religious studies aims at providing a solid and well-rounded foundation in theology and religious studies.

The curriculum is conceived as a broad comprehensive approach to the study of religion. The major concern is to develop in the degree candidate a capability of approaching the field with a sensitivity to scripture, the historical development of western religious thought, an ecumenical awareness, an interdisciplinary mentality, and knowledge of the field's varied methodologies.

More specifically, the program hopes to provide a solid academic basis in religious studies for its students, who will upon completion of their degree enter into a variety of occupations: teaching religion in high schools or on the primary level, functioning as religious education coordinators on the parish level, serving as staff members of Christian centers, conducting retreats and workshops, organizing and teaching in adult education programs, or working in offices of religious education. The program is also designed to accommodate those who wish to embark upon the first step to the doctoral degree in religious studies or theology and to priests, ministers, religious and laity who wish to update their theological understanding. Finally, the program aims to service those who wish to develop their knowledge and understanding of religion as one of the major forces in the shaping of culture in human history.

## ADMISSION TO CANDIDACY

A bachelor of arts degree or its equivalent from an accredited college or university is required for admission. Applicants normally must have an overall average of 2.5 in their undergraduate work.

Applicants must have an appropriate background in undergraduate studies. An applicant without such a background may be expected to take preliminary work in religious studies for undergraduate credit.

## COURSE PROGRAM

Thirty-six credit hours must be obtained by either of two programs:

Program A: 36 class hours

Program B: 30 class hours plus 6 hours of thesis preparation.

Reading competence in at least one appropriate foreign language, ancient or modern, is required. Competence in a foreign language will be determined by a departmental examination. Students must pass this examination before the completion of 12 credit hours of work.

The Graduate Record Examination must be taken prior to the second semester of enrollment in the M.A. degree program.

Each student is required to complete the following seven courses:

- One course in Hebrew scriptures
- One course in Christian scriptures
- Ethics: Systems and Issues
- One additional advanced course in ethics
- Two courses in the history of Christianity
- Religions of Asia

Upon completion of class requirements for either program A or program B, each student will take comprehensive examinations which will have both written and oral components.

An average of B must be maintained for all work.

## **RELIGIOUS STUDIES GRADUATE COURSES**

### **RELS A704 Pauline Writings**

**3 cr. hrs.**

An introduction to Pauline studies (life of the Apostle, epistolary genre), and an exposition of the thought of Paul and its development in his seven authentic letters with a focus upon Paul as pastoral theologian and his concepts of God's lordship, the nature and role of the Christ-event, and the consequences of this event for humanity. The course concludes with a survey of the Paulinist writers, i.e., those who later wrote in Paul's name.

### **RELS A706 The Synoptic Writers**

**3 cr. hrs.**

Following a brief introduction to Synoptic research, the course studies each writer in turn, Mark, Matthew, and the author of Luke and the Acts of the Apostles, to discern their sources, structure, purpose, and theology with special attention to the uniqueness of each writer as narrator and thinker, to the story as a totality, and to the intended audience's response.

### **RELS A708 Johannine Literature**

**3 cr. hrs.**

The course examines the uniqueness of the Johannine corpus (a gospel, a theological tract, and two letters) and community, with a focus on the background, composition, structure, and theology of the Fourth Gospel. Also the later documents produced by this unusual community as it merged into the wider Christian community will be examined.

### **RELS A710 Unity and Diversity in the New Testament**

**3 cr. hrs.**

This course explores the New Testament documents to discern the differing cultural and theological perspectives that exist between them. By choosing representative texts and key issues the notions of NT theology, theological trajectories (whether christological, ecclesiological or ethical), the origins of heresy and early catholicism, and the development of the Jesus movement are examined.

### **RELS A712 Ethics: Systems and Issues**

**3 cr. hrs.**

A basic course acquainting the student with main approaches to normative ethics, both personal and social, and to the analysis of ethical language and argumentation.

### **RELS A715 The History of Exegesis**

**3 cr. hrs.**

This course presents an overview of the history of biblical interpretation from the Patristic age to the present. Participants will select an important biblical passage and trace the history of its interpretation.

### **RELS A716 History of Christianity I**

**3 cr. hrs.**

A survey of the history of Christianity from the subapostolic period (ca. 100) to the fall of Constantinople (1453). The course will trace the evolution of Christian self-understandings in conjunction with intellectual, social and institutional developments.

**RELS A717 History of Christianity II 3 cr. hrs.**

A survey of the history of Christianity from the eve of the reformation to the Second Vatican Council. The course will trace the evolution of Christian self-understandings in conjunction with intellectual, social and institutional developments.

**RELS A718 Early Christian Thought 3 cr. hrs.**

A study of the development of Christian thought through the ante and post Nicene periods to the end of the patristic period. Readings in primary sources.

**RELS A720 Medieval Christian Thought 3 cr. hrs.**

The study of Christian thought from the end of the patristic period to the eve of the Reformation. Within this period interest will center on the three centuries between 1000 A.D. and 1300 A.D., the time within which the Middle Ages reached their apogee.

**RELS A722 Reformation and Counter Reformation 3 cr. hrs.**

An examination of the theological positions advanced by the principal reformers, e.g., Luther, Melancthon, Zwingli, Calvin, etc., and the Roman Catholic response made at the Council of Trent.

**RELS A724 Theology in the 19th and 20th Centuries 3 cr. hrs.**

This course will trace the rise and development of liberal and neo-orthodox theology in Protestantism and developments in Roman Catholicism during this period of clash between religion and modernity. Revisionist and post-liberal theologies are also studied.

**RELS A725 Theology of Vatican II 3 cr. hrs.**

An analysis of the main theological themes developed at the second Vatican Council.

**RELS A726 Classical Christian Thinkers I 3 cr. hrs.**

An introduction to key episodes in the history of Christian thought by reading recognized theological classics from the pre-Reformation era.

**RELS A727 Classical Christian Thinkers II 3 cr. hrs.**

An introduction to key episodes in the history of Christian thought by reading recognized theological classics from the Reformation and post-Reformation eras.

**RELS A728 The Christian God 3 cr. hrs.**

A study of the problem of belief as it evolved from the Enlightenment period to the present; bearing of secularization process on God-talk and traditional approaches to God; an investigation of recent efforts by process thinkers to reconstruct the idea of God; implications for Christian theology and life.

**RELS A730 Christology 3 cr. hrs.**

A brief overview of New Testament Christology followed by a study of the development of the pre-Nicene views of Christ and his relation to the Father; the rise of heterodox counterpositions; the official response at various stages of dialectic culminating in the Councils of Nicea, Constantinople I, Ephesus and Chalcedon; contemporary critiques of the classical Christological model and recent revisions.

**RELS A732 Church and Sacraments 3 cr. hrs.**

A study of the theology of Christian sacraments: structure and function of sacramental economy; a theology of the symbol; the dialectic between rite and church; the relationship between sacramental life and secular existence; the religious import of non-Roman Catholic sacraments.

- RELS A733 Ecumenical Theology** 3 cr. hrs.  
This course reviews the origins of Christian division and the motives for the restoration of Christian unity. It reviews recent theological literature and focuses on the joint statements of interfaith dialogues.
- RELS A734 Eschatology** 3 cr. hrs.  
An examination of the Christian doctrine of last things, i.e., death, resurrection, return of Christ, end of history, judgement, heaven, hell, purgatory, etc. Particular attention will be given to the contemporary theological discussion in dialog with secular thinking about the future.
- RELS A738 Theological Method** 3 cr. hrs.  
A seminar discussion in the problems raised by philosophical theology for doing theology in the contemporary intellectual context. Readings will be taken from authors such as Lonergan, Rahner, Nygren, Gilkey, Ogden, Tracy and Pannenberg.
- RELS A744 The Theology of Bernard Lonergan** 3 cr. hrs.  
Bernard Lonergan has developed a contemporary theological method for the integration of religion with the other dimensions of human existence, principally the human and natural sciences and society. This method and philosophical basis will be studied in detail. Some background in philosophy is recommended.
- RELS A746 Theology of Karl Rahner** 3 cr. hrs.  
A reading survey of the writings of the theologian who has probably been the single most important thinker in the reshaping of contemporary Roman Catholic theology.
- RELS A748 Religions of Asia** 3 cr. hrs.  
A study of Islam, Hinduism, Buddhism, Confucianism, Taoism, and Zen. Topics include: the nature of religion and of religious experience, the relationship of Christianity to other religions and the challenge of modernity.
- RELS A749 Islam, Muhammad and Qur'an** 3 cr. hrs.  
A study of the rise and development of Islam. The Qur'an will be critically read. Topics include: The life of Muhammad, Sunnah, Shiah and The Shariah.
- RELS A750 Theology of Religions** 3 cr. hrs.  
Is a unified understanding of religion possible given the diversity of religious manifestations? An inquiry into the history and contemporary status of attempts to explore questions surrounding interreligious dialogue.
- RELS A754 Christian Spirituality** 3 cr. hrs.  
A historical and theological study of the development of Christian spirituality and of the teachings of the major schools.
- RELS A755 Dynamics of Salvation** 3 cr. hrs.  
A study of the history and contemporary status of theories of redemption.
- RELS A756 Theological Anthropology** 3 cr. hrs.  
A study of the doctrine of Grace as it emerged from the scriptures, the Patristic tradition, the medieval synthesis, through the reformation period down to the present era. The focus is on anthropological implications.
- RELS A758 Biblical Morality** 3 cr. hrs.  
Historical exposition accompanied by individual research on selected texts that have strongly influenced Christian morality.

- RELS A760    Schools of Thought in Ethics** **3 cr. hrs.**  
Critical study of historical schools of thought in moral philosophy and theology with special attention to their influence on Christian norms, values and practices.
- RELS A761    The Pentateuch** **3 cr. hrs.**  
Pentateuchal traditions will be assessed in terms of their literary quality, meaning, and inter-canonical relationships. Significant scholarly issues will be reviewed and textual evaluation will be appropriated by the students.
- RELS A762    Biblical Wisdom Literature** **3 cr. hrs.**  
The didactic literature of the Old Testament will be evaluated in terms of textual, literary, philosophical, and existential categories. Relationships to other intellectual and theological perspectives will be assessed.
- RELS A763    Hebrew Prophets** **3 cr. hrs.**  
The prophetic corpus will be evaluated critically in literary, social- historical, and theological categories. Emphasis will be placed on the developmental process which culminates in new theological trajectories.
- RELS A765    History of Ancient Israel** **3 cr. hrs.**  
A study of the history of the ancient Israelites and Jews from 1200 B.C. to 70 A.D. and a consideration of the critical problems in reconstructing this historical experience. Issues will be viewed with the aid of literary, archeological, socio-historical and theological perspectives.
- RELS A800    Social Ethics** **3 cr. hrs.**  
Investigation of methods and theories in social ethics, with attention to their political and economic implications and their relationship to Christian beliefs.
- RELS A802    War, Peace, and Global Justice** **3 cr. hrs.**  
An exploration of ethical issues of war, peace, and global justice in light of Christian ethical principles. The issues of pacifism and just war or just revolution will be explored.
- RELS A803    Women in Religion and Culture** **3 cr. hrs.**  
Investigation of the mutual impact of religious beliefs and gender roles. Special topics include: the origin of patriarchy, structures of patriarchy, function of shamanism in women's lives, women in patriarchal religions, violence perpetuated against women in patriarchal cultures/religions and women creating women's religion.
- RELS A804    Theology of Liberation** **3 cr. hrs.**  
A study of the historical development of the theology of liberation in Latin America; the relationship between theoria and praxis; the Gospel and Marxism; the quest for socio-economic justice and Christianity; implications for North American Christians.
- RELS A806    Bioethics** **3 cr. hrs.**  
The subject matter will be defined as the study of moral issues generated or significantly complicated by the biological sciences –theoretical and applied. The course surveys values and principles traditionally invoked, investigates a representative variety of cases in personal or professional behavior, and reviews recent trends in the literature.
- RELS A808    History and Theology of Liturgy** **3 cr. hrs.**  
An historical survey of the major developments in Christian liturgy from the New Testament to the present, with special emphasis on the rites and sacraments of Western Christendom.

- RELS A816      Philosophy of Religion** **3 cr. hrs.**  
 A study of the rational status of belief in and beliefs about God, illustrated by writings typical of several different philosophical perspectives; problems of religious language; immorality; competing truth claims of religions.
- RELS A820      Psychology of Religion** **3 cr. hrs.**  
 A general introduction to the psychological study of religious behavior, comprising a short history of the subject with special attention to classic writings since 1890, a review of outstanding theories and methods, and a representative sampling of recent research, especially on personality and development.
- RELS A822      Sociology of Religion** **3 cr. hrs.**  
 An introduction to the major issues in the sociology of religion, including topics such as: defining religion; the process of institutionalization; church and sect; religion as organization; the sociological study of secularization; recent research on religion in American society.
- RELS A830      Hindu Theology** **3 cr. hrs**  
 A study of the rise and development of Hindu theistic thought in the millennium following Shankara 788-820 A.D.). The schools of identity, of difference, and of difference-in-identity will be critically studied.
- RELS A891      Thesis I** **3 cr. hrs.**
- RELS A892      Thesis II** **3 cr. hrs.**
- RELS A893      Directed Reading** **3 cr. hrs.**
- RELS A894      Experimental Course** **3 cr. hrs.**  
 An experimental course is a course of any activity type which is offered on an ad hoc basis.
- RELS A896      Seminar/Workshop** **ARR**  
 A seminar is a supervised group of students sharing the results of their research on a common topic. A workshop is a supervised group of students participating in a common effort.
- RELS A898      Research Project** **ARR**  
 Focuses on empirical or historical investigation, culminating in a written report.
- RELS A899      Independent Study** **ARR**





# STUDENT LIFE

Student life at Loyola is based on the philosophy that education occurs in the context of total human development. Development of the whole person involves not only the intellectual development of the student but also the moral, social, cultural, and physical development of the individual. Programs and services exist which provide opportunities for this total educational experience.

## COUNSELING, CAREER DEVELOPMENT AND PLACEMENT CENTER

The Counseling, Career Development and Placement Center offers services for students wishing counseling for personal or social concerns, assistance in identifying appropriate career goals, and seeking employment opportunities in the field of their choice. These services are provided by a well-qualified professional staff. Confidentiality of information shared between counselor and student is respected at all times.

Employment materials include listings of full and part-time jobs as well as information on summer jobs and internships. Assistance in obtaining career employment is provided for graduating students. This service includes job search seminars, resume preparation, and on-campus recruitment by major local and national firms. Assistance in developing job seeking skills is provided to increase the likelihood of securing entry level employment in keeping with long-term career goals.

## SPIRITUAL LIFE

Loyola University is a Catholic, Jesuit university. Toward this end, Campus Ministry strives for the complete integration of Catholic and Jesuit spirituality within the entire university community. Members of this staff strive for total availability and a person-centered rather than a project-centered ministry. They are available at all times to guide, counsel and advise.

## STUDENT HOUSING

Loyola operates three residence halls, Biever Hall which houses undergraduate men and women, Buddig Hall which houses undergraduate women, and Cabra Hall on the Broadway campus which houses law/graduate and upperclass men and women. All residence hall buildings are accessible to students who are physically disabled and each hall has resident rooms to meet the special needs of these students. The Office of Commuter Services provides a listing of off-campus apartments. There are no accommodations for married students on campus.

Cabra Hall is a five story residence hall housing 215 students, 54 per living floor, in 6 (eight-person) suites and 1 (seven-person) suite. The hall is centrally heated and air conditioned. All rooms are double occupancy and are furnished with two closets, two single beds, two chests of drawers, two desks and local telephone service. Cabra Hall facilities include a kitchen with a microwave oven, sundeck, vending services, storage room, 3 laundry rooms, ice machine, computer room, T.V. lounge, basic cable service, etc. A convenient transportation system links the Broadway campus with the main campus, located approximately two blocks away.

Residents of residence halls are subject to the housing policies which are promulgated in the *Student Handbook* and *Resident Register*. Full-time professionally trained personnel are provided in all the residence halls to aid students in achieving personal and educational goals. Resident assistants, located on each floor, help

provide a well-balanced social and educational atmosphere. Residence halls have live-in resident counselors who are Jesuit priests, Catholic sisters or lay individuals who have training and experience in the areas of human development.

Requests for accommodations should be forwarded directly to the Office of Residential Life following notification of acceptance to the university. Reservations are confirmed only after receipt of a signed contract and a \$100 application fee, which is 50% refundable in the event the student cancels prior to July 1. Students must present proof that adequate accident - sickness insurance coverage. Housing contracts are for both the fall and spring semesters.

## **STUDENT HEALTH SERVICE**

Loyola's health service is for both resident and nonresident, full-time and part-time students who have provided the health service with a completed medical history form. The Student Health Service is directed by an administrative director with assistance of a medical director (physician). The Health Service staff includes a clinic physician, registered nurse, and a full-time licensed practical nurse who resides on campus and is responsible for emergency evening medical care. Trained student health assistants are available on campus for night, weekend and holiday emergency medical referral service. Each week a physician is available during designated hours to see students. The health service also maintains extensive lists of off-campus medical specialists for students requiring special care. Treatments by health center personnel are provided at no charge to the student. Medicines, referrals to off-campus medical specialists, laboratory tests, and hospitalization are at the student's expense. All services provided and communications with medical personnel are confidential as dictated by the medical code of ethics.

For good cause, the university may require a physical or psychiatric examination while a student is in attendance. Results of these examinations may be used to determine a student's suitability to continue in attendance at the university.

## **HEALTH INSURANCE**

The university sponsored health insurance program covering sickness and accident is strongly recommended for all students, especially those students who are from out-of-town. Resident students and international students are required to present proof of personal health insurance coverage or they must enroll in the university endorsed health insurance plan. The group plan covers a student for 12 months for a yearly premium. Plans for married students and their families are also available. Students desiring health insurance information should contact the Student Health Service.

## **IMMUNIZATION POLICY**

Effective January 1991, Louisiana Law, (Section 1. R.S. 17:170) requires all students entering the university for the first time to show proof of immunization for tetanus/diphtheria (within the past 10 years) and show proof of a TB test (within the past year). Failure to show proof of these immunizations and test will require the students to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes. In addition, all students born after 1956 and entering the university for the first time must show proof of immunization for measles, mumps and rubella (two doses). Failure to show proof of these immunizations will require the student to receive the immunizations from a private physician or Student Health Service at the student's expense prior to registering for classes.

All first time students shall be required to comply with these provisions unless the student submits a written statement from a physician stating that the procedure

cannot be done because of medical reasons, a written dissent from a parent of guardian, or a written statement from a clergy stating that the procedure cannot be done for religious reasons. In the event of an outbreak of a communicable disease, the university may exclude from attendance all nonimmunized students until the appropriate disease incubation has expired or the student presents proof of immunization.

### **IDENTIFICATION CARD (LOYOLA EXPRESS CARD)**

The student identification card at Loyola University is referred to as the Loyola Express Card. Loyola Express cards for new students are free during the registration period. After the start of classes all cards cost \$15 each. Only one express card is allowed per student, all others must be turned in to the Loyola Express Card office. The cards are used for admittance to the Recreational Sports and Athletics Complex, campus events, and for other activities. They are required for use of campus library facilities.

Students must obtain their Loyola Express Cards from the Loyola Express Card office and have them on their persons at all times to present to university officials on demand. Loan of the card to anyone is prohibited. Use of another's card subjects the user, and the loaner, to a fine and/or disciplinary action. Lost or stolen cards must be reported immediately to the Loyola Express Card office and/or Office of Public Safety. There is a \$15 charge for replacement cards. Loyola Express Cards are used for the full term of enrollment at Loyola. Cards must be validated at the beginning of each semester in the Loyola Express Card office located on the lower level of the Danna Center on the main campus.

### **INTERNATIONAL STUDENT AFFAIRS**

The Office of International Student Affairs serves the more than 300 international students currently at Loyola. International students include students with F-1, J-1 or other non-immigrant visas, students who are not citizens of the United States, students whose first language is not English, and students who do not reside within the continental United States.

The primary function is to provide international students with whatever assistance is needed in adjusting to life here in the U.S. and at Loyola, where it involves cultural, linguistic, academic, financial, immigration or personal questions. The office coordinates all university programs for international students. In addition, it serves as the liaison between international students and the various university administrative and departmental offices, agencies of the United States government, foreign governments, and private organizations. All student and exchange visitor immigration matters are handled through this office.

Through a wide variety of programs, the office encourages interaction between international students and the university and local communities. Through this interaction, all participants develop an appreciation of other cultures and of their own and maximize their social, cultural and academic experience.

The director serves as advisor to the International Student Association, a social and cultural organization. In addition, a file is maintained of study abroad materials for all Loyola students interested in studying in another country. The Loyola University-sponsored health insurance is a requirement for all non-immigrant students. Each admitted student will receive the application and information about this insurance prior to their attendance at Loyola.

### **LOYOLA INTENSIVE ENGLISH PROGRAM**

Loyola Intensive English is a non-credit program specifically designed for persons who wish to learn English as a second or foreign language. It is intended to

help those who need to learn, improve, or perfect English skills for academic reasons, for job-related reasons, or for personal enrichment. The emphasis is on speaking, oral comprehension, reading and writing, but Loyola's special interest is in the integration of these different skills into fluency and competence in English. Loyola's program is compact and personal. Classes are never larger than 15 students, and most classes are considerably smaller. As a result every student receives a great deal of individual attention.

Loyola's Intensive English offers courses for four hours per day, Monday through Friday. These 20 hours a week of formal classes are supplemented by other language-learning activities, such as the tutorial program, language labs, a computer lab, lectures and special activities. Students are individually tested and evaluated at the beginning of each course to determine their present competency in English and are placed at an appropriate level according to their proficiency. Along with evaluations of performance, the Intensive English program provides career counseling and advice about admissions procedures to colleges and universities.

Acceptance to the Intensive English Program does not guarantee further admission to Loyola's regular degree-granting courses of study. Some students may qualify to take regular academic courses along with their Intensive English courses, but must submit applications for admission as regular academic students with their applications for admission to Intensive English.

A unique feature of Loyola's Intensive English is the tutor program. Tutors are advanced Loyola students, all native speakers of English, who have special training in language teaching or particular skills in instruction. Students meet with tutors for a minimum of three hours per week. Tutors will develop formal and informal relationships with small groups of Intensive English students and will provide the opportunity for extended conversation and practice in English. The program is coordinated by the Office of International Student Affairs.

## **COMMUTER SERVICES**

The Office of Student Activities also serves as a communication link between the off-campus student population and university programs and services. Commuters comprise 83 percent of the undergraduates and the university recognized its responsibility for responding to their unique needs. This office, therefore, provides a computerized apartment listing service, locker rentals, literature on campus programs and services, and a session during orientation specifically for commuter students.

Communication is further enhanced by the publication of *Loyola After Dark* and *Commuter Connections*. These publications are used to keep commuters in touch with Loyola life. This office also acts as an advocate for commuter concerns and needs to the university administration.

## **THE DEPARTMENT OF PUBLIC SAFETY**

Loyola University complies with Louisiana R.S. 17-3351 (c) and the Federal Crime Awareness Campus Security Act of 1990 by annually publishing crime statistics and other required information in a booklet which is available from the Department of Public Safety. Following is a synopsis of some of the information required under these acts.

### *The Reporting of Criminal Actions*

The Department of Public Safety at Loyola University, is a fully authorized Police Department open 7 days a week, 24 hours throughout the year. The Public Safety office responds to any and all criminal activity that is brought to its' attention. Such activity is handled in accordance with the guidelines and laws set forth by local, state and federal criminal justice systems. Crimes or suspicious activity may be

reported in person at the department's headquarters located in Biever Hall on the main campus. Public Safety can also be reached through any campus telephone by dialing extension 3434. Emergencies should be reported by dialing 911 from any campus phone or from the emergency telephones located on the campus grounds and all floors of the parking garage.

### *Campus Law Enforcement*

All uniformed officers at Loyola University are P.O.S.T. (Peace Officer Standards and Training). Certified and commissioned by the State of Louisiana as university police officers. Under the authority of Louisiana Revised Statute R.S. 17:1805, officers are empowered to enforce all local and state laws, and have the power of arrest while executing their duties in connection with campus crime. They are also authorized to obtain and execute search warrants and arrest warrants both on and off campus for all crimes committed on campus. All commissioned officers are authorized to carry firearms and must meet the minimum qualifications for firearms training set forth by the Louisiana P.O.S.T. Council. A positive and open working relationship with local and state police agencies is viewed as beneficial to all parties and one in which all agencies work very closely together to control campus crime and address specific problem areas. The administrative office responsible for security and campus police service is the Office of the Vice President for Student Affairs.

### *Public Safety Personnel*

#### **FULL TIME**

- 1 director
- 1 investigator
- 1 crime prevention officer
- 1 secretary
- 3 sergeants
- 3 corporals
- 14 officers
- 3 dispatchers
- 2 shuttle drivers

#### **PART TIME**

- 4 student workers—general clerical

### *Access to Campus Facilities*

Students, faculty and employees at Loyola have access to academic, recreational and administrative facilities on campus. Access to the residence halls is limited to resident students and their guests, and is a controlled access system. Access to residence halls by university employees is on an "as needed" basis and incorporates strict key control procedures. The general public may attend cultural and recreational events on campus, however their access is limited to parking lots and the facilities in which these events are held. These areas are patrolled by campus police on a 24-hour basis, as well as all other areas of the campus community.

### *Firearms*

The unauthorized possession of firearms, chemicals, fireworks, explosives, knives or other instruments used as weapons is prohibited upon the land owned by the university. Violation of this regulation is cause for disciplinary action up to and

including dismissal from the university. In addition, criminal prosecution and penalties may be applicable under federal and/or state law and/or municipal law.

### *Monitoring Criminal Activities of Off-campus Student Organizations*

The Department of Public Safety of Loyola University has an excellent working relationship and direct radio contact with the Second District of the New Orleans Police Department. This positive relationship and communications link permits us to keep track of all criminal activity off campus in areas where some of our students may live or frequent.

### *Alcohol and Drugs*

The possession, consumption and sale of alcoholic beverages on the Loyola University campus is permitted within the limits prescribed by state and federal laws and in accordance with the specific regulations that have been established by the university. These rules and regulations can be found in the Student Handbook.

The misuse of marijuana and other drugs (drugs in this context include barbiturates, amphetamines, cocaine, tranquilizers, LSD compounds, and any and all substances so defined by state criminal law) is a violation of both federal and state laws. Loyola University cannot and will not protect students from prosecution under federal and state laws.

### *Alcohol and Drug Abuse Education Programs*

The Loyola University Alcohol and Drug Education Program offers education, information, and assistance for individuals and groups concerned about substance abuse issues. Counseling, assessment, and referral services are available for individuals. An education group is available for students who have been referred to the program because of disciplinary incidents involving alcohol and drugs. A resource library has been created for students, faculty, and staff which contains books, pamphlets and video tapes addressing a variety of substance abuse issues.

### *Crime Prevention*

Loyola's Office of Public Safety has an ongoing Crime Prevention Program designed to inform all students, faculty, and staff members of services and protection offered. These programs include lectures during orientations, residence hall meetings, special events (spring break, Christmas, Mardi Gras, etc.). There is an ongoing dedication to educating the campus community on personal safety, not only while on campus, but also while living and traveling in the local community.

### *Security Lighting and Maintenance*

Loyola University maintains a high level of dedication for a safe environment by ensuring proper lighting of the campus at night time, along with the trimming of trees and bushes to enhance a safe community. Also during the construction and maintenance of new or existing buildings, various security measures are evaluated for implementation to reduce risks and to add to this safe environment.

## **CAMPUS PARKING**

Parking for faculty, staff and students is available on campus with the purchase of a semester, academic year or summer session parking decal or by paying an hourly rate in the parking garage. Students park primarily in the university parking garage located on Freret Street or on designated surface spaces. The campus is patrolled twenty-four hours per day and all university parking regulations are in effect at all times. Campus parking regulations are published in the Loyola University Student Handbook.

For information on purchasing parking decals, parking rates, or parking regulations, contact Loyola Parking Services, 865-3000.

## **STUDENT ACTIVITIES**

There are approximately 110 student organizations recognized and active on the Loyola campus. They are classified in the following categories: professional and academic societies, religious organizations, service organizations, club sports, social fraternities, honorary fraternities and organizations, social sororities, special interest organizations, and student communications media. A complete listing of all recognized organizations is available in the Student Activities office.

## **STUDENT GOVERNMENT ASSOCIATION**

The Student Government Association consists of elected members representing the four colleges and the School of Law. The SGA acts as the voice of the student body to the university. Through this body, students act as members on most of the university committees in an effort to insure input in areas of student concern. The SGA sponsors programs and services as well as funding student organizations of the university. Meetings of the SGA are held once a week and are open to all students and members of the university community.

## **THE UNIVERSITY CENTER AND STUDENT ACTIVITIES**

The Joseph A. Danna Center is the university center for Loyola University. Its mission is to provide services, facilities and programs for the entire university community. Objectives established for the university center by the Danna Center Advisory Board aim at making it a campus center where all members of the university can meet, formally and informally; provide services and facilities to the university; complementing the educational goals of Loyola by providing cultural, social and recreational programs; and maintaining the center as an open forum where all sides of issues may be discussed.

The University Programming Board is the campus-wide programming entity responsible for delivering the cultural, social and recreational programs for the university. This organization, whose membership consists of student volunteers, establishes a vital link to quality out-of-classroom experiences.

The facilities of the Joseph A. Danna Center provide the environment for the University Programming Board, the Student Government Association, and student organizational activities. In addition to containing food services, a bookstore, lounges, Student Affairs offices, meeting rooms, student organization offices, an art gallery, a service mall and recreational areas are located in the center.

## **RECREATIONAL SPORTS AND ATHLETICS**

The Department of Recreational Sports and Athletics offers a comprehensive program which provides students with opportunities to participate in competitive and non-competitive, organized and informal fitness activities. Through the intramural sports program, instructional sports, provision of facilities, club sports, varsity athletics and extramural sports, the department works to meet the university community's needs.

The Recreational Sports and Athletics Complex is a facility which includes six multi-purpose courts for tennis, basketball, volleyball and other activities; four racquetball courts, a natatorium and diving pool, a whirlpool; an elevated jogging track; locker rooms with sauna and steam rooms; a weight room with free weights and machine weights; and multi-purpose rooms for fitness activities. Family members of students may join the Rec Plex for a minimal fee.

Students participating in sports activities are responsible for ensuring that



they are medically able to withstand the rigors of the physical activity in which they plan to engage. Likewise, all students should have sufficient personal injury insurance in the event of an accident.

The Loyola Wolfpack intercollegiate athletic program competes in the National Association of Intercollegiate Athletics (NAIA), Division I, as a member of the Gulf Coast Athletic Conference (GCAC). Loyola currently fields teams in the following sports: men's and women's basketball, golf, tennis, cross country, men's baseball, women's soccer and volleyball. By a student referendum conducted in 1991, the program is financially supported by a student fee dedicated to the intercollegiate athletic program. Loyola does not offer athletic scholarships to its athletes.



# ADMINISTRATORS

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Vice Chair.....	Gerald N. Gaston
Secretary and Treasurer.....	Rev. Lawrence W. Moore, S.J.
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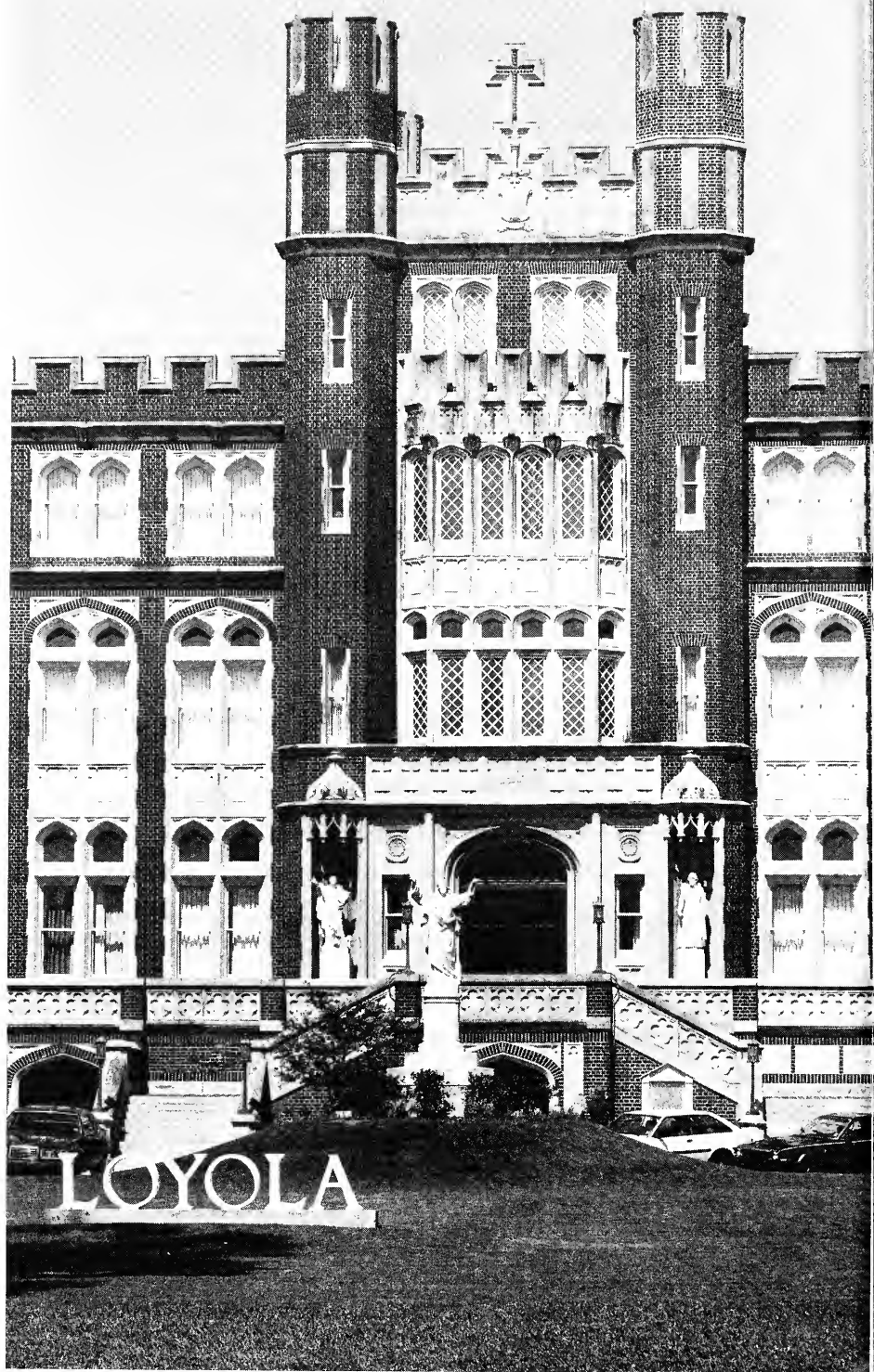
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# THE STORY OF LOYOLA UNIVERSITY

The Jesuits were among the earliest settlers of New Orleans and Louisiana. A Jesuit chaplain accompanied Iberville on his second expedition, and the fathers are credited with introducing the growing of sugar cane to Louisiana, paving the way for one of the state's prime industries. They probably brought this from their West Indies farms and planted it on the plantation they bought from former Governor Bienville in 1725. This tract, used by the fathers as a staging area or supply base for their activities in ministering to the needs of settlers and Indians in the up-country, was located "across the common" (now Canal Street), running along the Mississippi River to what is now Jackson Avenue. When the Jesuit order was banned from the French colonies in 1763, the land was sold at public auction.

The city's leaders, including Bienville, had long hoped for a Jesuit college. After the Jesuit order was restored, the Bishop of New Orleans implored the Jesuits in France to come to the city. In 1837 seven Jesuit priests arrived. After weighing several sites, they decided that Grand Coteau, in St. Landry Parish, was a better site for their boarding college than the fever-ridden city.

Meanwhile, New Orleans continued its dramatic growth, despite yellow fever. The desire for a Jesuit college here intensified in both the citizens and the fathers. In 1847, the priests bought a small piece of the same land they had owned nearly a century before, and in 1849, the College of the Immaculate Conception opened its doors at the corner of Baronne and Common Streets.

This college became a well established and beloved institution. As the city grew, however, it became obvious to Rev. John O'Shanahan, S.J., superior general of the province, that the downtown area would become too congested for a college. He began looking for a suburban site.

The Cotton Centennial Exposition in 1884 had given impetus to the development of the uptown section of the city, especially around Audubon Park. This area was reached by the New Orleans and Carrollton Railroad which ran from Lee Circle to the City of Carrollton on the present roadbed of the St. Charles streetcar line. Father O'Shanahan learned that a large site directly across from the park was available. This was the site of the Foucher Plantation, owned by Paul Foucher, son of a New Orleans mayor and son-in-law of Etienne de Bore, famed as the granulator of sugar from cane syrup.

The entire Foucher site was offered to Father O'Shanahan for the sum of \$75,500. It included the land now occupied by Loyola and Tulane universities, Sophie Newcomb College, and Audubon Place. The priest's advisors dissuaded him from purchasing this lest the acquisition of such a large tract bring on the charge of commercialism. He acceded, but said later he wished he had not since he could have within 10 days sold enough of the property "to pay for the entire tract I bought and to put aside a sinking fund for the education of our young men."

The section of the Foucher estate Father O'Shanahan bought in 1886 fronted on St. Charles and ran approximately to the Claiborne canal. It was purchased with the assistance of Chief Justice Edward Douglass White, a Jesuit alumnus, and the Brousseau family.

The price was \$22,500, paid in three installments at six percent interest. On the day the act was signed, the fathers were offered \$7,500 more for the property.

In May 1890, the parish of Most Holy Name of Jesus was established for the area. Rev. John Downey, S.J., was the first pastor. A frame church, known affectionately among Orleanians as "Little Jesuits," was built, and Mass was celebrated in it in May 1892.

In 1904, the long-planned Loyola College, together with a preparatory academy, opened its doors. First classes were held in a residence located to the rear of the church on what is now Marquette Place. The first president was the Rev. Albert Biever, S.J., who was appointed by the provincial, Rev. William Power, S.J.

The college grew steadily. Father Biever promised and did give a holiday when the student body reached 50. In 1907, Father Biever called a meeting of prominent Catholic laymen to plan for a new building. Acting chairman was W. E. Claiborne. Out of his group grew the Marquette Association for Higher Education with B.A. Oxnard as chairman. In 1910, this group, with the assistance of its ladies auxiliary, was responsible for the building of Marquette Hall, queen of Loyola's buildings and centerpiece of its campus horseshoe.

Strongly encouraged by Archbishop Blenk and prominent New Orleanians, the Jesuits and the Marquette Association had several years previously begun to make plans for expansion to a university.

In 1911, the Jesuit schools in New Orleans were reorganized. Immaculate Conception College became exclusively a college preparatory school and was given the preparatory students of Loyola College. The downtown institution relinquished its higher departments –what are now known as college programs –to Loyola, which was in the process of becoming a university.

On May 28, 1912, a bill was introduced in the Louisiana Senate by Senator William H. Byrnes, Jr., of Orleans Parish which proposed to grant a university charter to Loyola. It was passed unanimously and sent to the State House of Representatives. There was some backstage opposition and Father Biever, fearing a fatal snag, made an impassioned speech to the house. The bill passed and on July 10, 1912, the governor signed the act authorizing Loyola to grant university degrees.

Under the direction of the dynamic Father Biever and with the advice and financial support of New Orleans citizens, the new university grew dramatically. Thomas Hall, residence for the fathers, was dedicated in 1912. The new church known as the McDermott Memorial, with its soaring tower arose in 1913.

In that year also the New Orleans College of Pharmacy, incorporated in 1900 by its founder, Dr. Philip Asher, chose to affiliate with Loyola. In 1919, the college merged completely with the university. The college was discontinued in 1965.

The School of Dentistry was organized in 1914 with Dr. C. Victor Vignes as first dean. First classes were held in Marquette Hall. The school was transferred to Bobet Hall when that building was completed in 1924. The college was phased out between 1968 and 1971 and picked up a class a year by the Louisiana State University Medical Center.

The School of Law was also established in 1914 with Judge John St. Paul as founding dean. First classes were held at night in Alumni Hall near the College of Immaculate Conception. However, after the first year they were moved to the new university. In 1973, the Law School moved into an ultra-modern building specifically designed for that purpose.

Dr. Ernest Schuyten had founded the New Orleans Conservatory of Music and Dramatic Art in 1919. It was first located at Felicity and Coliseum Streets and later moved to Jackson Avenue and Carondelet Street. It was incorporated into Loyola University in 1932 as the College of Music. The next year it moved to its present home on campus with Dr. Schuyten as dean.

From 1926 to 1947, a four-year degree program leading to a bachelor of

science degree in economics was offered by the College of Arts and Sciences. In 1947 the Department of Commerce of the College of Arts and Sciences expanded into the full-fledged College of Business Administration granting a bachelor of business administration degree. The college moved into Stallings Hall shortly thereafter. Dr. John V. Conner was the first dean. In 1950, the college was admitted to associate membership in the American Assembly of Collegiate Schools of Business, and in 1957, the college was admitted to full membership. In 1983, the college was renamed the Joseph A. Butt, S.J., College of Business Administration in honor of the Jesuit priest who taught generations of Loyola business students. The college moved to Miller Hall, its present home, in 1986.

The university thus has a colorful and distinguished history marked by the zeal and scholarship of the Jesuit fathers and the valued advice and support of leading citizens of New Orleans. Hundreds of the city's top leaders received their education from the Jesuits at Loyola University, or its predecessor, the College of the Immaculate Conception. Teachers, scientists, attorneys, pharmacists, musicians and business executives call Loyola their alma mater.

Loyola has a colorful sports history. The doubledecker stadium on Freret Street was the scene of exciting football games, including the first collegiate night game in the south. Olympic and national champions have worn the maroon and gold. Intercollegiate athletics was discontinued in 1972.

In 1964, Loyola completed major physical plant expansion with the dedication of three new buildings, a 404-student residence hall, a university center named "Dr. Joseph A. Danna Student Center," and a central heating/cooling plant. In 1967, Buddig Hall, a 412-student women's residence, was dedicated.

In 1969, the university completed the largest academic structure in its history, the 180,000-square-foot J. Edgar Monroe Memorial Science Building. This impressive structure houses science-oriented departments.

In 1984, the university purchased the 4.2-acre Broadway campus, formerly the campus of St. Mary's Dominican College. The Broadway campus, located on St. Charles Avenue at Broadway, is a few blocks from Loyola's main campus. Major renovations were completed to two existing buildings in 1986, creating modernized housing for the School of Law and Law Library.

In 1986, a 115,000-square-foot Communications/Music Building was dedicated. The building, constructed on the corner of St. Charles Avenue and Calhoun Street, houses the Department of Communications and the College of Music. The building boasts, in addition to the latest technology for broadcasting and music studios, the 600-seat Louis J. Roussel Performance Hall.

The six-level Recreation Sports Complex was dedicated in February, 1988. The Rec Plex includes two floors of racquetball, tennis, basketball and volleyball courts; a natatorium with diving pool, whirlpool, sauna and steam room; an elevated jogging track and weight room. The building also houses a four story parking garage.

In 1989, historic Greenville Hall on the Broadway campus was renovated to provide office space for the Division of Institutional Advancement (alumni/parent relations, development, university relations and publications). This outstanding Italianate structure was built in 1892 for St. Mary's Academy, a girls' school established in 1861 by Dominican nuns from Cabra, Ireland. In 1864 when the nuns acquired the property on which the building sits, the area was known as the village of Greenville, a community which was annexed by the City of New Orleans in 1870. In 1910, the academy became St. Mary's Dominican College. In 1984, the same year Loyola bought the Broadway campus, Greenville was designated a historic landmark by the Orleans Parish Landmarks Commission.

Loyola's Broadway campus today also includes the School of Law, Cabra

Residence Hall and the Department of Visual Arts in St. Mary's Hall.

In 1993, Loyola purchased the old Mercy Academy at the corner of Calhoun and Freret streets. The facility was renovated in 1994-95 and a number of departments moved in including the Office of Personnel, the Office of International Student Affairs, and the Department of Education. The newly established Jesuit Center and Women's Center are also housed there.

During the 1994-95 academic year, the School of Law celebrated its 80th anniversary; City College is celebrating its 25th anniversary during the 1995-96 academic year.

Loyola is one of 28 Jesuit colleges and universities in the United States and the largest Catholic university south of St. Louis in an area extending from Arizona to Florida. It is open to students of all faiths.



## ASSOCIATION OF JESUIT COLLEGES AND UNIVERSITIES

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### ALABAMA

Spring Hill College, Mobile

### CALIFORNIA

Loyola Marymount University,

Los Angeles

Santa Clara University,

Santa Clara

University of San Francisco,

San Francisco

### COLORADO

Regis University, Denver

### CONNECTICUT

Fairfield University, Fairfield

### DISTRICT OF COLUMBIA

Georgetown University

### ILLINOIS

Loyola University Chicago

### LOUISIANA

Loyola University New Orleans

### MARYLAND

Loyola College, Baltimore

### MASSACHUSETTS

Boston College, Boston

College of the Holy Cross, Worcester

### MICHIGAN

University of Detroit, Detroit

University of Detroit, Mercy

### MISSOURI

Rockhurst College, Kansas City

St. Louis University, St. Louis

### NEBRASKA

Creighton University, Omaha

### NEW JERSEY

Saint Peter's College, Jersey City

### NEW YORK

Canisius College, Buffalo

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### OHIO

John Carroll University, Cleveland

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University of Scranton, Scranton

### WASHINGTON

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Seattle University, Seattle

### WEST VIRGINIA

Wheeling Jesuit College, Wheeling

### WISCONSIN

Marquette University, Milwaukee

*Loyola University New Orleans is one of 28 Jesuit colleges and universities in the United States.*

# INDEX

## A

Academic Calendar .....	139
Academic Facilities .....	29
Academic Regulations .....	31
Academic Requirements .....	17
Academic Standing .....	35
Academic Work .....	38
Academic Work Appeals Procedure .....	39
Accounting Courses .....	50
Administrators .....	121
Admission ( <i>see also individual program listings</i> ) .....	17
Early .....	19
Graduate Freshmen .....	18
Graduate Transfer Students .....	18
International Students .....	19
Transient Students .....	18
Admissions Deadline .....	inside bk. cover
Advising, Faculty .....	31
Appeals Procedure .....	39
Application Deadline .....	17
Application Policy .....	18
Assistance, Types of .....	26
Association of Jesuit Colleges and Universities .....	135

## B

Billing .....	24
Business Administration .....	44
Core Requirements .....	45
Courses .....	50
Curriculum .....	45
Graduation Requirements .....	48
Master of .....	44
Mission .....	45
Programs of Study .....	44
Business Ethics, Legendre-Soule Chair in .....	49

## C

Calendar, Academic .....	139
Careers .....	35
Change of Grade .....	34
Character & Commitment Statement .....	13
Classification .....	17, 35
Classroom Discipline .....	38
Classroom Discipline Appeals Procedure .....	38
Commencement .....	37
Communications ( <i>See Mass Communications</i> ) .....	
Commuter Services .....	115
Computer Science Courses .....	75
Computer Systems .....	29

Correspondence Directory .....	inside bk. cover
Counseling .....	61
Counseling and Career Development Center .....	112

## D

Decision Science Courses .....	53
Degree Candidacy .....	19
Degree Requirements, Term for Completion of .....	20
Diplomas .....	37
Discipline, Classroom .....	38
Dismissal .....	36
Dismissal Procedures .....	39
Dormitories ( <i>See Residence Halls</i> ) .....	
Drop/Add Period .....	32

## E

Early Admission .....	19
Economics Courses .....	53
Education .....	60
Admission to Program .....	60
Course Program .....	61
Courses .....	64
Degree Candidacy .....	60
Degree Requirements .....	60
Elementary .....	62
Secondary .....	63
Elementary Education .....	62
Employer Tuition Reimbursement Program .....	24
Enrollment at Other Universities .....	36
Excess Aid .....	26
Exclusion Procedures .....	39
Exclusions .....	19

## F

Faculty .....	123
Faculty Advising .....	31
Fees .....	22
Finance Courses .....	54
Financial Aid .....	22, 26

## G

Goals of Loyola .....	7
Grade Appeals .....	34
Grade Point Averages .....	34
Grade Reports .....	34
Grading .....	33
Graduate Admission .....	17
Graduate Courses .....	64
Graduate Programs .....	4
Graduate Faculty .....	123
Graduation .....	37

Graduation and Commencement.....	37
Graduation Eligibility .....	36
Graduation Time Limit .....	37

## H

Health Insurance .....	113
Health Service .....	113
History of Loyola .....	131

## I

Identification Cards.....	114
Immunization Policy .....	113
Institute for Ministry .....	90
Integrity of Scholarship and Grades.....	37
Intensive English Program .....	114
International Students .....	19
International Student Affairs.....	114

## J

Jesuit Colleges and Universities, Association of.....	135
Juris Doctor/Master of Business Administration.....	47

## L

Leave of Absence .....	33
Legal Studies Courses .....	56
Legendre-Soule Chair in Business Ethics.....	49
Library.....	29
Loans, Student.....	26
Loyola Character & Commitment Statement.....	13
Loyola Express Card.....	114
Loyola Institute for Ministry .....	90
Loyola M.B.A. Association .....	49
Loyola Student Telephone-assisted Registration (LSTAR) .....	31
Loyola University, Story of .....	131

## M

Management Courses .....	54
Marketing Courses .....	55
Mass Communications .....	69
Admission.....	69
Cognate Courses.....	71
Core Courses .....	70
Course Requirements .....	70
Courses .....	72
Elective Courses .....	70
Final Written/Oral Examinations .....	71
Joint Degree Program.....	71
Program Description.....	69
Program Summary.....	69
Thesis .....	72
Transfer Credit .....	71
Master of Arts in Mass Communications .....	69

Master of Arts in Religious Studies .....	105
Master of Business Administration.....	44
Master of Business Administration/ Juris Doctor .....	47
Academic Standing.....	47
Accreditation .....	47
Admission.....	47
Advising and Registration.....	47
Awards.....	48
Graduation Requirements.....	47

## Master of Education in

Counseling.....	61
Reading.....	63
Teaching (Elementary) .....	62
Teaching (Secondary).....	63
Master of Music .....	81
Master of Music—Church Music Track .....	81
Master of Music Education .....	82
Master of Music Therapy .....	84
Master of Pastoral Studies.....	90
Master of Quality Management .....	49
Master of Religious Education.....	90
Mathematics and Computer Science .....	75
Admission.....	75
Courses .....	75
Graduate Requirements .....	75
Meal Plans .....	24
Medical Withdrawal.....	33
Monthly Payments .....	25
Music.....	79
Admission.....	79
Comprehension Examinations.....	80
Courses .....	85
Graduate Committee and Graduation .....	80
Residence.....	81
Music Education Courses.....	85
Music General Courses .....	86
Music History and Literature Courses .....	87
Music Pedagogy Courses .....	88
Music Performance Courses .....	86
Music Theory Courses .....	86
Music Therapy Courses .....	85

## N

Nondiscrimination Policy ..inside bk. cover	
---	--

## O

Overpayments/Excess Aid .....	26
-------------------------------	----

## P

Parking, Campus .....	117
Pastoral Studies .....	90
Academic Probation .....	91
Admission.....	91
Certificate .....	92
Continuing Education Admission .....	93
Continuing Education Units (CEUs) 93	

Course Requirements .....	91
Courses .....	97
Extension Program (LIMEX).....	95
On-campus Graduate Certificate .....	92
Summer Program.....	94
Synthesis Seminar .....	92
Transfer Credit .....	92
Payment, Tuition .....	24
Policies and Regulations .....	18
Policy on	
Nondiscrimination.....	inside bk. cover
Public Safety, Department of .....	115

## Q

Quality Management Courses .....	57
----------------------------------	----

## R

Reading .....	63
Records Retention Policy .....	40
Recreational Sports and Athletics .....	118
Refund Policy .....	25
Registration .....	32
Early Registration .....	31
Late .....	32
Release of Information Policy .....	36
Religious Education .....	90
Academic Probation .....	91
Admission .....	91
Certificate .....	92
Continuing Education Admission .....	93
Continuing Education Units (CEUs) .....	93
Course Requirements .....	91
Courses .....	97
Extension Program (LIMEX) .....	95
On-campus Graduate Certificate .....	90
Summer Program .....	94
Synthesis Seminar .....	92
Transfer Credit .....	92
Religious Studies .....	105
Admission to Candidacy .....	105
Courses .....	106
Repetition of Courses .....	36
Residence Halls .....	23, 112

Billing and Payment Policy .....	24
Board (Meals) .....	24
Room Rates .....	23
Residency .....	36

## S

Secondary Education .....	63
Security (Department of	
Public Safety) .....	115
Social Issues in	
Administration Courses .....	56
Spiritual Life .....	112
Statement of Educational Purpose .....	6
Story of Loyola University .....	131
Student Activities .....	118
Student Government Association .....	118
Student Health Service .....	113
Student Housing .....	112
Student Life .....	112

## T

Term for Completion	
of Degree Requirements .....	20
Transcripts .....	37
Transfer of Academic Credit .....	19
Tuition .....	22
Billing and Payment Policy .....	24
Monthly Payment .....	25
Refunds .....	25

## U

University Center .....	118
-------------------------	-----

## V

Veterans and Social Security	
Certifications .....	41

## W

Withdrawal from Courses .....	32
Withdrawal from University .....	32
Withdrawal, Medical, from University .....	33
Work-Study Program .....	26

# ACADEMIC CALENDAR

## UNIVERSITY-WIDE

### FALL SEMESTER 1995

#### August

7-29	Monday-Tuesday ....LSTAR Registration: See Registration Schedule
16	Wednesday .....New Students Arrive President's Convocation for Faculty and Staff
16-22	Wednesday-Tuesday ....Orientation for New Undergraduate Students
18	Friday.....Registration for Law School Freshmen
21	Monday .....Freshman Law Classes Begin
22	Tuesday .....Upperclassmen Law Classes Begin
23	Wednesday .....Undergraduate and Graduate Classes Begin
29	Tuesday .....Last Day for 100% Refund Last Day to Change to Full-time Status or to Audit LSTAR Closed for Registration and Drop/Add Activity
31	Thursday .....Mass of the Holy Spirit: 11:00 Classes Cancelled

#### September

4	Monday .....Labor Day Holiday
12	Wednesday .....Last Day for 75% Refund
26	Wednesday .....Last Day for 50% Refund
29	Friday.....Last Day to Apply for Graduation in May and August 1996

#### October

6	Friday .....Spring and Summer 1995 Incomplete Grades Changed to F
9	Monday .....Loyola Day: All Day Classes Cancelled
11	Wednesday .....Last Day for 25% Refund
13	Friday.....Midterm Grades Due in Deans' Offices by Noon
25	Wednesday .....Last Day to Withdraw
30-Dec. 3	Monday-Monday .....Spring 1996 Early Registration

#### November

1	Wednesday .....All Saints Day Holiday
22-24	Wednesday-Friday .....Thanksgiving Holidays for Undergraduate and Graduate Students
23-24	Thursday-Friday .....Thanksgiving Holidays for Law Students
27	Monday .....Classes Resume

**NOTE:** Refunds for other academic course offerings are listed in the Registration Schedule. Students are referred to the Registration Schedule for all registration and early registration information.

## December

4	Monday.....	Last Law School Classes
5-6	Tuesday-Wednesday .....	Law School Study Days
6	Wednesday .....	Last Evening Classes Last Graduate Classes Last Day Division Classes
7	Thursday .....	Day Division Study Day: No Examinations May Be Given Except as per the Final Examination Schedule
7-13	Thursday-Wednesday .....	Graduate Division Examinations
7-14	Thursday-Thursday .....	Evening Division Examinations
7-18	Thursday-Monday .....	Law School Examinations
8-14	Friday-Thursday .....	Day Division Examinations
16	Saturday .....	Baccalaureate Mass for Candidates for Graduation in December 1995
17	Sunday .....	Commencement for Candidates for Graduation in December 1995
18	Monday .....	Grades for Undergraduate and Graduate Students Due in Deans' Offices by Noon

## SPRING SEMESTER 1996

### January

10	Wednesday .....	President's Convocation for Faculty and Staff New Students Arrive
11	Thursday .....	Registration for New Undergraduate, Evening and Graduate Students Orientation for New Undergraduate Students
12	Friday .....	Registration for Undergraduate Day Division and Law Students Drop/Add for Enrolled Students
15	Monday .....	Martin Luther King, Jr's Birthday Holiday
16	Tuesday .....	Classes Begin for Undergraduate, Graduate and Law Students
17	Wednesday .....	Late Registration (\$20 fee) Drop/Add Begins (no fee)
18	Thursday .....	Last Day to be Admitted and Registered (\$20 fee) Drop/Add (no fee)
19	Friday .....	Drop/Add Continues (\$5 fee)
22	Monday .....	Last Day to Drop/Add (\$5 fee) Last Day to Change to Full-time Status or to Audit

### February

19-21	Monday-Wednesday .....	Mardi Gras
22	Thursday .....	Classes Resume

**March**

8	Friday.....	Fall 1995 Incomplete Grades Changed to F
15	Friday.....	Midterm Grades Due in Deans' Offices by Noon
22	Friday.....	Last Day to Apply for Graduation in December 1996
27	Wednesday.....	Last Day to Withdraw

**April**

1-5	Monday-Friday..	Easter Holidays for Evening and Graduate Students
1-8	Monday-Monday ..	Easter Holidays for Undergraduate Day Students
4-5	Thursday-Friday.....	Easter Holidays for Law Students
8	Monday .....	Classes Resume for Law Students
		Classes Resume for Undergraduate
		and Graduate Evening Courses (4:00 p.m. or later)
9	Tuesday.....	Classes Resume for Undergraduate Day Courses
9-19	Tuesday-Friday .....	Summer/Fall 1996 Early Registration
29	Monday.....	Last Law School Classes
30-May 1	Tuesday-Wednesday .....	Law School Study Days

**May**

2-13	Thursday-Monday.....	Law School Examinations
6	Monday.....	Last Day Division Classes
		Last Evening Division Classes
		Last Graduate Division Classes
7	Tuesday.....	Study Day for Day Division: No Examinations May Be
		Given Except as per the Final Examination Schedule
7-13	Tuesday-Monday.....	Graduate Division Examinations
7-14	Tuesday-Tuesday .....	Evening Division Examinations
8-14	Wednesday-Tuesday.....	Day Division Examinations
15	Wednesday .....	Graduating Seniors' Grades Due
		in Deans' Offices by Noon
16	Thursday .....	Law School Baccalaureate Mass
17	Friday .....	University Baccalaureate Mass
18	Saturday.....	Law School Commencement
19	Sunday .....	Commencement for Colleges of Arts and Sciences,
		Music, Business Administration, City College
		and Graduate Division
20	Monday .....	Grades for Undergraduate and Graduate Students
		Due in Deans' Offices by Noon

## NOTES



## NOTES

## NOTES

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Director of Residential Life  
(504) 865-3735

*This bulletin includes the most accurate information available at the time of publication. Requirements, rules, procedures, courses and informational statements are subject to change. The university reserves the right to make changes as required in course offerings, curricula, academic policies, and other rules and regulations affecting students.*

## **ADMISSION DEADLINE**

Priority generally given to Admission Files completed by May 1.

## **POLICY ON NONDISCRIMINATION**

Loyola University has fully supported and fostered in its educational programs, admissions, employment practices and activities the policy of not discriminating on the basis of race, color, creed, age, national origin, sex or disability. This policy is in compliance with all applicable federal regulations and guidelines.

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**LOYOLA**  
**NEW ORLEANS**

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New Orleans, LA 70118

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